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ABSTRACT

Materials from the Literacy Symposium that begin this document are a letter of support from Barbara Bush, a symposium agenda, and lists of panel participants, speakers, symposium staff, and members of the Academic Advisory Council to the U.S. Government Printing Office. These are followed by 21 pages of quotes from particpants. Those quoted include Harvey Levenson; Ralph Kennickell, Jr.; David Harman; Benita Somerfield; Donald Eklund; John Cole; John Alexander; Debra Wilcox-Johnson; David Jacobson; Tom Morganthau; Walt Lypka; Thomas R. Plough; Raymond Prince; Jack Kronenberg; Edwin Brewin; Joan Baraloto; Taiga Ermansons; Margot Woodwell; Carolyn Ebel Chandler; Dan Lacy; Gerri Fiala; Alan King; Raymond Luca; Marsha Horn; Joe Metcalf; Keith Stenejhem; Bert Bassett; Nicholas Chiapelas; Glenn Bobb; James Ratcliffe; Richard Burnham; Ed Kelly; William Bennett; Bill Goodling; William Hohns; John Corcoran; and Rob McCord. Following the quotes from individuals are discussion group reports provided by Bill Downs, Scott Williams, David Vequist, Bob Stechschulte, Jack Nuchols, Charles Potter, Al Hoffarth, and Tom Gray. Concluding the document are the complete text of the remarks made by William Hohns ("The Challenge of Literacy") and letters to executives at Graphic Arts Show Corporation and Printing Industries of America, Inc., asking for the their cooperation in the adult literacy effort within the graphics arts industry. (CML)

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WORDS OF WISDOM FROM THE LITERACY SYMPOSIUM

[QUOTES FROM PARTICIPANTS AND ATTENDEES]

MAY 25, 1988

THE CAPITAL HILTON - WASHINGTON, D. C.

JOINTLY SPONSORED BY:

THE ACADEMIC ADVISORY COUNCIL OF THE
U.S. GOVERNMENT PRINTING OFFICE
THE ADULT LITERACY INITIATIVE OF THE
U.S. DEPARTMENT OF EDUCATION

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THE VICE PRESIDENT'S HOUSE
WASHINGTON, D. C. 20501
May 25, 1988

Dear Friends,

It is a very great pleasure to send greetings to all attending the symposium on literacy for the graphic arts industry. I very much regret that I cannot be with you today, but it is wonderful to know that such an important group has come together to consider a major new effort for literacy.

The printing industry has an enormous stake in a more literate America -- so much to lose as a consequence of functional illiteracy, and so much to contribute to our national movement. I offer grateful thanks to the U.S. Government Printing Office and the Department of Education for jointly sponsoring today's very ambitious symposium, and to the literacy experts and printing industry leaders who are joining forces in this innovative effort. This kind of cooperation is absolutely essential when it comes to working for literacy.

I look forward to hearing excellent reports of this meeting, and I promise to do whatever I can to support the printing industry in its activities for our mutual cause.

With all best wishes,

Warmly,

My best wishes to all of yr.

Barbara Bush

THE PRESIDENTIAL BALLROOM OF THE CAPITOL HILTON IN WASHINGTON, D.C.

MAY 25, 1988 THE LITERACY SYMPOSIUM PROGRAM

8:30 AM	OPENING COMMENTS	DR. HARVEY LEVENSON SYMPOSIUM DIRECTOR
8:40 AM	WELCOME	HON. RALPH KENNICKELL THE PUBLIC PRINTER
9:00 AM	ROUND TABLE PANEL DISCUSSIONS	DR. DAVID HARMAN MODERATOR

[10:00-10:15 BREAK]

10:15 AM	ROUND TABLE PANEL CONTINUES	
11:15 AM	RECEPTION	
11:45 AM	LUNCHEON	
	KEYNOTE ADDRESS	HON. WILLIAM J. BENNETT SECRETARY OF EDUCATION
1:30 PM -	INTRODUCTION TO CASE STUDY	HON. BILL GOODLING MEMBER OF CONGRESS HOUSE EDUCATION COMM. & TASK FORCE ON ILLITERACY
	- CASE STUDY: ILLITERACY IN THE WORK PLACE	- WILLIAM A. HOHNS EXECUTIVE VICE PRESIDENT WALDMAN GRAPHICS
	- CONCLUSION	JOHN CORCORAN LITERACY LEARNER ABC/PBS-PLUS CAMPAIGN
2:00 PM	SMALL GROUP MEETINGS [CHAIRED BY MEMBERS OF THE ACADEMIC ADVISORY COUNCIL TO THE U.S. GOVERNMENT PRINTING OFFICE]	

[3:15 BREAK]

3:30 PM	SMALL GROUPS REPORT BACK TO SYMPOSIUM	GROUP MODERATORS
4:15 PM	CONCLUDING COMMENTS AND ADJOURNMENT	

6:00 PM	RECEPTION [CONGRESSIONAL ROOM]	
7:00 PM	DINNER	
	PRESENTATION OF CHALLENGE TO THE GRAPHIC ARTS INDUSTRY	
	. . . . .	HAROLD W. MCGRAW, JR. PRESIDENT OF THE BUSINESS COUNCIL FOR EFFECTIVE LITERACY CHAIRMAN EMERITUS MCGRAW-HILL, INC.

Panel Participants & Speakers at the Literacy Symposium

Dr. John Alexander - Ferris State University [AAC Member]

Joan Baraloto - Director of Educational Services - USA Today

Bert Bassett - Executive Director - Graphic Arts Technical Foundation

Glenn Bobb - International Association of Printing House Craftsmen

Dr. Ed Brewin - Vice President - Gravure Association of America

*Hon. William J. Bennett - The Secretary of Education

Richard Burnham - National Association of Litho Clubs

Dr. Carolyn Ebel Chandler - Literacy Coordinator for the American Newspaper Publishers Association Foundation

Nicholas Chiapelas - Chairman of the Board of the National Association of Printers and Lithographers

Dr. John Y. Cole - Director of the Center for the Book Library of Congress

*John Corcoran - ABC-TV/PBS/PLUS Literacy Learner

Donald A. Ecklund - Vice President - Association of American Publishers

Taiga Ermansons - Community Relations Manager - TIME, Inc.

Gerri Fiala - Chief of Policy & Analysis - Employment Training Aministration - U.S. Department of Labor

*The Hon. William A. Goodling - Congressional Task Force on Illiteracy - U.S. House of Representatives

Dr. David Harman [Panel Moderator] - President of the Institute for Corporate Education and Literacy Author

*William A. Hohns - Executive Vice President - Waldman Graphics

Marsha Horn - Vice President - Printing Industries of America

David Jacobson - Executive Director - The Gutenberg Society

Ed Kelly - OEM Manager/Industry Relations - 3M Company

Alan King - Principal Personnel Consultant - Du Pont Company

*THE HON. RALPH E. KENNICKELL, JR. - THE PUBLIC PRINTER

JACK KRONENBERG - RESEARCH & ENGINEERING COUNCIL OF THE GRAPHIC ARTS INDUSTRY, INC.

DAN LACEY - VICE PRESIDENT OF THE BUSINESS COUNCIL FOR EFFECTIVE LITERACY

*DR. HARVEY R. LEVENSON - LITERACY SYMPOSIUM DIRECTOR
CHAIRMAN, ACADEMIC ADVISORY COUNCIL TO THE PUBLIC PRINTER
DEPARTMENT HEAD - GRAPHIC COMMUNICATIONS
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

RAYMOND LUCA - PRESIDENT & CEO - ATF DAVIDSON COMPANY
[REPRESENTING NATIONAL PRINTING EQUIPMENT SUPPLY ASSOCIATION]

WALTER LYPKA - EDUCATION DIRECTOR - GRAPHIC COMMUNICATION INTERNATIONAL UNION

*ROB MCCORD - EXECUTIVE DIRECTOR - CONGRESSIONAL CLEARINGHOUSE ON THE FUTURE - CONGRESSIONAL TASK FORCE ON ILLITERACY

*HAROLD MCGRAW - PRESIDENT OF THE BUSINESS COUNCIL FOR EFFECTIVE LITERACY [CHAIRMAN EMERITUS - MCGRAW-HILL, INC.]

DR. JOSEPH METCALF - CENTRAL MISSOURI STATE UNIV. [AAC MEMBER]

TOM MORGANTHAU - SENIOR WRITER - NEWSWEEK

THOMAS R. PLOUGH - PROVOST & VICE PRESIDENT ROCHESTER INSTITUTE OF TECHNOLOGY [AAC MEMBER]

RAYMOND J. PRINCE - TECHNICAL ASSOCIATION OF THE GRAPHIC ARTS

JAMES RATCLIFFE - DIRECTOR OF PUBLIC AFFAIRS - R.R. DONNELLEY

BENITA SOMERFIELD - SPECIAL ADVISOR - ADULT LITERACY INITIATIVE
U.S. DEPARTMENT OF EDUCATION

DR. KEITH STENEHJEM - UNIVERSITY OF NORTH DAKOTA [AAC MEMBER]

DEBRA WILCOX-JOHNSON - ASSOC. DIRECTOR - AMERICAN LIBRARY ASSOC.

MARGOT WOODWELL - PBS PROJECT DIRECTOR OF PLUS

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*SPEAKERS

The Literacy Symposium Staff

Literacy Symposium Director	Dr. Harvey R. Levenson [AAC Chairman]
Literacy Symposium Manager	Robert H. Thomas -*GPO Director - Office of Innovation & Development
Literacy Symposium Coordinator	Charles H. Potter II *GPO Literacy Coordinator
Literacy Symposium Advisor	Benita Somerfield Special Advisor - U.S. Department of Education
Literacy Symposium Administrator	Fred M. Rogers Managing Director Research and Engineering Council of the Graphic Industry, Inc.
Literacy Symposium Publicity	Daniel R. MacGilvray *GPO Public Affairs
Literacy Symposium Registration Assistants	Robin Snow *[GPO] Lottie Danielson [GPO]

The Academic Advisory Council to the U.S. Government Printing Office

Member Institution		Representative
California Polytechnic State University		Dr. Harvey R. Levenson
Central Missouri State University		Dr. Joseph Metcalf
Ferris State University	[Mich.]	Prof. Bob Stechschulte
Georgia Southern College		Prof. Scott Williams
Murray State University	[Kent.]	Dr. Thomas Gray
University of North Dakota		Dr. Keith Stenehjem
Pittsburg State University	[Kans.]	Dr. David Vequist
Rochester Institute of Technology	[N.Y.]	Dr. Thomas R. Plough
West Virginia Institute of Technology		Prof. Jack W. Nuckols
University of the District of Columbia		Alfred O. Taylor, Jr.

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*GPO=U.S. Government Printing Office

WORDS OF WISDOM FROM THE LITERACY SYMPOSIUM - MAY 25, 1988

°° HARVEY LEVENSON - "A LOS ANGELES TIMES ARTICLE ENTITLED: 'CAPTURING THE CORPORATE ILLITERATE' POINTS OUT THAT MOST READERS OF BUSINESS BOOKS AND REPORTS MERELY SCAN THE MATERIAL BECAUSE THEY ARE UNCOMFORTABLE WITH IT."

°° HARVEY LEVENSON - "...THE PRINT MEDIA IS A MORE ALIEN MEDIUM TO A L STUDENTS WHO ENTER THE CLASSROOM THAN IT EVER HAS BEEN BEFORE."

°° HARVEY LEVENSON - "IF THOSE OF US IN THE PRINTING AND PUBLISHING INDUSTRY BELIEVE THE PRINT MEDIA HAS BEEN, CURRENTLY IS, AND WILL CONTINUE TO BE THE MOST INFLUENTIAL, DETAILED, INFORMATIVE AND VIABLE FORM OF MASS COMMUNICATION, THEN THE INDUSTRY, AS A GROUP, BETTER TAKE A POSITION ABOUT HOW TO REVERSE TODAY'S TREND OF GROWING APATHY TOWARDS PRINTED MATERIALS. THIS SYMPOSIUM IS MERELY THE BEGINNING OF AN UNRELENTING CAMPAIGN TO KEEP THE VIRTUES OF PRINT IN THE FOREFRONT OF SOCIETY FOR YOUNG AND OLD ALIKE AND FOR PEOPLE OF ALL OCCUPATIONS AND LEVELS OF EDUCATION."

°° HARVEY LEVENSON - "WHAT CHARLES DICKENS HAS TO SAY ABOUT THE ROLE OF PRINTING IN SOCIETY IN THE MID-19TH CENTURY HAS LOST NONE OF ITS VALIDITY IN THE POST-INDUSTRIAL ERA:

> 'THE PRINTER IS THE FRIEND OF INTELLIGENCE, OF THOUGHT. THE PRINTER IS THE FRIEND OF LIBERTY, OF FREEDOM, OF LAW. INDEED, THE PRINTER IS THE FRIEND OF EVERY PERSON WHO IS A FRIEND OF ORDER. OF ALL THE INVENTIONS, OF ALL THE GREAT RESULTS, IN THE WONDERFUL PROGRESS OF MECHANICAL ENERGY AND SKILL, THE PRINTER IS THE ONLY PRODUCT OF CIVILIZATION NECESSARY TO THE EXISTENCE OF FREEDOM.'"

°° RALPH E. KENNICKELL, JR. [PUBLIC PRINTER OF THE UNITED STATES] "LITERACY GAVE RISE TO WHAT WE NOW CONSIDER TO BE THE GREAT RENAISSANCE OF EUROPE. IN AMERICA, WE HAVE A TRADITION OF PRINTERS IN THE FOREFRONT OF THE GREATER ISSUES. JOHN PETER ZENGER GAVE RISE TO FREEDOM OF THE PRESS AND THE BILL OF RIGHTS BENJAMIN FRANKLIN IS THE PATRON SAINT OF ALL OF US."

- RALPH E. KENNICKELL, JR. - "THE COMMITTEES OF CORRESPONDENCE (CONTINENTAL CONGRESS) WERE PEOPLE ESTABLISHED IN ALL THE 13 COLONIES WHO WERE DEVOTED ONLY TO GETTING LITERATURE AND EXCHANGING LETTERS BACK AND FORTH, AMONGST THEMSELVES, AND WHAT THEY WOULD DO IS READ THIS TO THE POPULATION THAT COULDN'T READ."

- RALPH E. KENNICKELL, JR. - "LITERACY BECAME KNOWLEDGE. KNOWLEDGE BECAME POWER. THAT POWER ULTIMATELY BECAME DEMOCRACY AND THAT DEMOCRACY IS NOW IN EXISTENCE TODAY AS THE UNITED STATES OF AMERICA."

- RALPH E. KENNICKELL, JR. - "WITH SOME 25 MILLION FUNCTIONALLY ILLITERATE PEOPLE IN THE UNITED STATES, HOW LONG CAN WE GUARANTEE FREEDOM AND DEMOCRACY IN THE UNITED STATES? IT IS A SHAME THAT IN THE 200TH ANNIVERSARY OF OUR CONGRESS--THE 200TH ANNIVERSARY OF THE CONSTITUTION OF THE UNITED STATES, THAT THESE 25 MILLION AMERICANS CANNOT EVEN READ THE WORDS: "WE THE PEOPLE..."

- RALPH E. KENNICKELL, JR. - "PRINTERS MUST RECOGNIZE THAT WHAT WE ARE DEALING WITH TODAY IS NOTHING LESS THAN THE FUTURE SURVIVAL OF NOT ONLY OUR INDUSTRY BUT WE ARE TALKING ABOUT THE FUTURE SURVIVAL OF OUR COUNTRY."

- RALPH E. KENNICKELL, JR. - "I CHALLENGE EACH AND EVERY ONE OF YOU TO RISE TO THE OCCASION ON THIS AS PRINTERS AND MEMBERS OF OUR CRAFT HAVE DONE IN THE PAST, ALL THE WAY BACK TO GUTENBERG. YOU ARE JUST THE INHERITORS OF THAT GREAT TRADITION. WE CAN DO IT BECAUSE WE HAVE DONE IT BEFORE."

- DAVID HARMAN [AUTHOR OF <u>ILLITERACY: A NATIONAL DILEMMA</u>] - "DURING THE WINTER OF 1778, WHILE THE CONTINENTAL ARMY WAS CAMPED AT VALLEY FORGE WITHOUT TOO MUCH TO DO, GEORGE WASHINGTON HAD AN OPPORTUNITY TO WALK AROUND THE TROOPS AND GET ACQUAINTED WITH THEM AND WAS APPALLED BY THE INABILITY OF MANY OF THE SOLDIERS TO READ. HE TOOK THE BULL BY THE HORNS AND CALLED TOGETHER THE CHAPLAINS OF THE CONTINENTAL ARMY AND SET IN MOTION WHAT BECAME THE FIRST FORMAL ADULT BASIC EDUCATION PROGRAM IN U.S. HISTORY. HERE WE ARE 210 YEARS LATER AND UNIVERSAL LITERACY, WITH LITERACY BEING DEFINED IN TODAY'S TERMS, REMAINS AS ELUSIVE A GOAL AS IT DID THEN."

- DAVID HARMAN - "ONE OF THE PROBLEMS,...IS THAT THE DEFINITION OF LITERACY IS NOT A STATIC ONE. LITERACY IS NOT A FIXED INVENTORY SKILL WHICH ONCE ACQUIRED REMAINS WITH THE INDIVIDUAL. LITERACY IS A CONSTANTLY MOVING TARGET BECAUSE THE DEFINITION OF LITERACY CHANGES AS NEEDS FOR LITERACY CHANGE; AS SOCIETY EVOLVES; AS THE WORKPLACE DEVELOPS. WE HAVE TO CONSTANTLY KEEP THOSE DEFINITIONS CURRENT AND MAKE SURE THAT PEOPLE ACQUIRE THE NECESSARY SKILLS."

- DAVID HARMAN - "OF EVEN GREATER CONCERN, HOWEVER, IS THE VERY DISTURBING REVELATION WHICH WAS FIRST MADE PUBLIC IN THE REPORT ISSUED BY THE LIBRARIAN OF CONGRESS SEVERAL YEARS AGO THAT THERE IS A DIMINUTION OF ACTIVE READING BEHAVIOR IN THE PUBLIC AMONGST THOSE WHO CAN READ. THIS PHENOMENON HAS BEEN LABELED ALITERACY AND APPEARS TO BE A GROWING ONE AND CLEARLY IS A VERY SERIOUS CONCERN."

- DAVID HARMAN - "...THE NATURE OF THE WORKPLACE IS CHANGING AND CHANGING WITH GREAT RAPIDITY...AS A FUNDAMENTAL SHIFT FROM MANUFACTURING INTO SERVICES WITH THE OVERWHELMING MAJORITY OF THE WORKFORCE TODAY BEING ENGAGED IN THE PROVISION OF A VARIETY OF SERVICES, LESS THOSE IN THE MANUFACTURING OF GOODS. THE BOTTOM LINE IS THAT IN ORDER TO WORK IN TODAY'S WORK ENVIRONMENT AN INDIVIDUAL MUST BE MORE LITERATE THAN AN INDIVIDUAL HAD TO BE 50 AND 100 YEARS AGO. AS WE LOOK TOWARDS THE END OF THE CENTURY, THE LITERACY REQUIREMENT, THE BASIC SKILL REQUIREMENT OF THE WORKPLACE WILL ONLY BECOME MORE COMPLEX."

- BENITA SOMERFIELD - [SPECIAL ADVISOR - ADULT EDUCATION - U.S. DEPARTMENT OF EDUCATION] "ONE DEFINITION THAT WE SHOULD NOT BE USING, WE FEEL VERY STRONGLY IN THE DEPARTMENT OF EDUCATION (IN THE DIVISION OF ADULT ED) IS GRADE LEVEL. GRADE LEVELS HAVE LITTLE OR NO MEANING, WHATSOEVER, WHEN YOU ARE TALKING ABOUT ADULTS.

- BENITA SOMERFIELD - "ADULTS WANT TO READ FOR REASONS. THEY WANT TO READ FOR JOB-RELATED REASONS. THEY WANT TO READ TO BE ABLE TO HELP THEIR CHILDREN. THEY WANT TO READ THE BIBLE. THEY WANT TO BE ABLE TO READ TO BE A PART OF THE GREATER WORLD AND FOR SELF-ESTEEM."

- DONALD A. EKLUND - [VICE PRESIDENT OF SCHOOL DIVISION FOR ASSOCIATION OF AMERICAN PUBLISHERS] "...TO READ WELL, YOU HAVE TO READ A LOT...KIDS DO NOT READ FOR PLEASURE, THEY READ ONLY TO DO THEIR TASKS IN SCHOOL...THEY DO NOT DEVELOP THIS HABIT OF READING FOR PLEASURE."

- JOHN Y. COLE - [DIRECTOR OF THE CENTER FOR THE BOOK AT THE LIBRARY OF CONGRESS] - "AN ILLITERATE IS SOMEONE WHO CANNOT READ AND MUST BE TAUGHT HOW TO READ; A PERSON MUST LEARN HOW TO LEARN, IT IS AN EDUCATION PROBLEM. AN ALITERATE IS A PERSON WHO CAN READ BUT DOES NOT READ OR CHOOSES NOT TO READ AS DANIEL BOORSTIN (LIBRARIAN OF CONGRESS) CHOSE TO EXPLAIN IT."

- JOHN Y. COLE - "THAT PROBLEM THERE, THE SOLUTION TO A PERSON WHO IS AN ALITERATE IS REALLY MOTIVATION. THAT PERSON MUST BE CONTINUALLY REMINDED OF WHAT THE IMPORTANCE OF READING IS AND IT IS A MOTIVATION ACTIVITY THAT HAS TO BE -- AND MOTIVATION CAMPAIGNS HAVE TO BE DEVELOPED TO HELP THIS ALONG."

- JOHN Y. COLE (QUOTING THE LIBRARIAN OF CONGRESS, DANIEL BOORSTIN) "OUR DEMOCRACY IS BUILT ON BOOKS AND READING. THIS TRADITION IS NOW THREATENED BY THE TWIN MENACES OF ILLITERACY AND ALITERACY. WHAT WE DO ABOUT BOOKS AND READING IN THE NEXT DECADE WILL CRUCIALLY AFFECT OUR CITIZENS OPPORTUNITIES FOR ENLIGHTENMENT AND SELF-IMPROVEMENT, THEIR ABILITY TO SHARE IN THE WISDOM AND DELIGHTS OF CIVILIZATION AND THEIR CAPACITY FOR INTELLIGENT SELF-GOVERNMENT."

- JOHN ALEXANDER - [FERRIS STATE UNIVERSITY - AAC MEMBER] - "IT APPEARS THAT STUDENTS ARE GETTING THROUGH UNDERGRADUATE SCHOOLS WITHOUT DOING ANY SIGNIFICANT READING AND WRITING. HOW IS THIS DONE? ...THROUGH BITTING...REDUCING COMPLICATED CONCEPTUAL INFORMATION TO BITS THAT CAN BE EASILY LECTURED UPON, MEMORIZED AND REGURGITATED ON TESTS...AT A TYPICAL COMMUNITY COLLEGE...THE HIGHER LEVELS OF REASONING DO NOT APPEAR TO BE FUNCTIONING. INSTEAD, SOME OF THE BEST INSTRUCTORS ARE USING METHODS WHICH CAN SERVE TO REDUCE COMPLEX INFORMATION INTO UNDERSTANDABLE MEMORABLE FACT THAT COULD BE REGURGITATED."

- DEBRA WILCOX-JOHNSON [AMERICAN LIBRARY ASSOCIATION] - "IT IS INTERESTING IN LIBRARIES, WE ARE NOT MAYBE REACHING MORE PEOPLE BUT THOSE READERS THAT WE DO HAVE ARE READING MORE." "...REGARDING LIBRARIES AND LITERACY...(THERE) IS THE NEED FOR GOOD PRINT MATERIALS AND ESPECIALLY GOOD PRINT MATERIALS FOR PROGRAMS THAT ACTUALLY DO INVOLVE TEACHING ADULTS, NEW READERS. WE NEED BETTER QUALITY MATERIALS. WE NEED A BROADER RANGE OF MATERIALS."

- DAVID JACOBSON - [THE GUTENBERG SOCIETY] - "I THINK THE GOVERNMENT AND THE DEPARTMENT OF EDUCATION ON DOWN THROUGH THE STATE BOARDS OF EDUCATION HAVE BEEN RESPONSIBLE FOR A LONG TIME AND ENTRUSTED WITH TEACHING OUR CHILDREN AND THEY HAVE FAILED IN TEACHING OUR CHILDREN. NOW, WE ARE GOING BACK TO THESE PEOPLE AND SAYING, HOW CAN WE SOLVE THIS PROBLEM?"

  "I THINK WE NEED TO ATTACK THIS PROBLEM, PERHAPS FROM THE PRIVATE SECTOR AND MAYBE FROM A MORE GRASS ROOTS BASE THAN THE TOP-HEAVY GOVERNMENT ANGLE OF LET US HAVE A COMMITTEE MEET IN WASHINGTON AND SEE HOW WE CAN TEACH JOHNNY TO READ."

  "WE HAVE GOT A COUPLE OF MAJOR PROBLEMS. WE HAVE NEW STUDENTS COMING IN WHO ARE BEING TOLD, SECOND GRADE ON, IF THEY ARE NOT ACADEMICALLY INCLINED THAT THEY HAVE NO VALUE. ONCE WE START COMMUNICATING THIS TO A YOUNG PERSON WE HAVE A REAL PROBLEM IN TURNING THAT PERSON INTO A PRODUCTIVE MEMBER OF OUR SOCIETY."

  "I THINK WE IN THE PRINTING INDUSTRY ESPECIALLY, NEED TO DEVELOP PROGRAMS AND LEAD THE FIGHT TOWARDS INDUSTRIAL EDUCATION PROGRAMS BACK INTO THE PUBLIC SCHOOLS SYSTEMS; PROGRAMS THAT HAVE BEEN STRIPPED OF THEIR POWER, THEIR MONEY AND EVERYTHING ELSE OVER THE PAST FEW YEARS. WE NEED TO TELL PEOPLE WHO ARE NOT INTELLECTUALLY INCLINED THAT THEY HAVE VALUE IN THE HUMAN RACE, THAT THEY CAN DEVELOP THEIR SKILLS, THEY THEY CAN DEVELOP AS PERSONS AND BE PRODUCTIVE IN OUR SOCIETY."

- DAVID JACOBSON - "WE ALSO NEED, I BELIEVE, TO ATTACK THE PROBLEM OF ADULT LITERACY FROM A GRASS ROOTS APPROACH MORE THAN A TOP-HEAVY, LET US DO IT FROM WASHINGTON APPROACH. WE CAN TAKE A 1, 2, 3 SWING AT THIS LOOKING AT THE FACT THAT THE PRINTING PERSON, THE PRINTER COMES IN CONTACT THROUGH HIS BUSINESS WITH EVERY OTHER BUSINESS PERSON IN THE UNITED STATES."

  "WHEN WE PRINT THINGS WE PRINT THEM FOR EVERY OTHER BUSINESSMAN AND ALL OF THOSE BUSINESSMEN COME IN CONTACT WITH EVERY OTHER PERSON IN THE GENERAL PUBLIC THAT IS DOING ANYTHING; THE DRY CLEANER, THE GAS STATION ATTENDANT, ALMOST EVERYONE SOONER OR LATER HAS CONTACT WITH THE PRINTER FOR HIS WEDDING INVITATIONS, SOMETHING ELSE. THE PRINTER CAN BE A RESOURCE AND A CENTER FOR DISSEMINATION OF INFORMATION ABOUT HOW PEOPLE WHO ARE ILLITERATE CAN GET HELP."

  "WE HAVE GOT TWO KINDS OF PEOPLE OUT THERE WHO CANNOT READ WHO ARE ADULTS, SOME WHO CARE THAT THEY CANNOT READ AND SOME WHO DO NOT CARE. I THINK WE SHOULD BE MAKING AN ATTEMPT TO HELP THE ONES WHO DO CARE AND WHO WANT TO KNOW HOW TO READ AND I THINK WE IN THE INDUSTRY CAN DEVELOP A PROGRAM TO DISTRIBUTE INFORMATION THROUGH PRINTERS TO OTHER BUSINESSMEN WHO WILL THEN DISTRIBUTE TO THE PUBLIC IN GENERAL THAT THERE ARE PROGRAMS AVAILABLE, PERHAPS THROUGH THE LIBRARIES, PERHAPS THROUGH SCHOOLS THAT WILL HELP THEM."

- TOM MORGANTHAU - [NEWSWEEK MAGAZINE] - "I THINK THAT FOR ALL OF US AS CITIZENS AND AS PEOPLE WHO ARE CONCERNED ABOUT PRINT THE BEST SINGLE STRATEGY FOR REFORM AND FOR CHANGE IS TO BACK MEANINGFUL AND CONSTRUCTIVE CHANGE IN PUBLIC SCHOOLS."

- WALT LYPKA - [GRAPHIC COMMUNICATION INTERNATIONAL UNION] - "...A PERSON WHO DOES NOT READ TOO FREQUENTLY IS ONE WHO HAS AN INABILITY TO COMMUNICATE WELL. THAT LEADS TO OTHER THINGS SUCH AS THE INABILITY TO EXPRESS THEMSELVES, FRUSTRATION, AND TO COMMUNICATION INFORMATION THAT THEY FEEL IS ESSENTIAL IN THEIR LIVELIHOOD."

- THOMAS R. PLOUGH - [PROVOST AND VICE PRESIDENT OF ROCHESTER INSTITUTE OF TECHNOLOGY] - "...THE CORRELATION BETWEEN EMPLOYMENT AND LITERACY IS INDIRECT. WHILE THERE IS ILLITERACY AT ONE END OF THE CONTINUUM, AT THE OTHER END WE HAVE THE PHENOMENON IN MANUFACTURING AND OTHER SECTORS OF WHAT WE CALL 'DUMBING DOWN' THE PROCESS SO THAT WHAT WORKERS ARE ASKED TO DO IS SO FAR UNDER THEIR EDUCATIONAL LEVEL THAT THEY ARE BORED AND NOT PRODUCTIVE. SO, THERE IS A BIFURCATED MANPOWER PROBLEM RELATED TO LITERACY."

  "...WE NEED TO FASHION BETTER CURRICULA STRUCTURES FROM K THROUGH 12 AND AT THE COLLEGE LEVEL THAT BALANCE THE BEST FEATURES OF INTERPRETIVE READING ABILITY IN THE SCHOOL AND TECHNICAL WRITING AND TECHNICAL READING IN THE WORKPLACE."

  "THIS IS, I THINK, ONE OF THE REASONS THAT INDUSTRIAL ASSOCIATES OFTEN SAY TO ME THAT THEY NEED TRAINING PROGRAMS BOTH FOR COLLEGE DROPOUT AND COLLEGE GRADUATES IN ORDER TO MAKE THEM PRODUCTIVE IN THE WORKPLACE. I THINK THERE IS A BREAKDOWN BETWEEN THE WAY WE FORMAT AND TEACH IN THE SCHOOLS AND WHAT IS EXPECTED IN THE WORKPLACE."

- RAYMOND PRINCE - [TECHNICAL ASSOCIATION OF THE GRAPHIC ARTS] - "I INTERVIEWED ABOUT 45 PRINTERS AND ASKED THEM, ESSENTIALLY, DO YOU HAVE A PROBLEM OF ILLITERACY OR ALITERACY IN YOUR PLANT, TO WHICH ONE RESPONDED, YES. ARE WE AWARE AS AN INDUSTRY THAT WE HAVE A PROBLEM IN OUR PLANT? NO. WE ARE AWARE OF DRUG PROBLEMS. WE ARE AWARE OF MANY OTHER PROBLEMS BUT ILLITERACY OR ALITERACY WE ARE NOT AWARE OF."

- JACK KRONENBERG - [RESEARCH AND ENGINEERING COUNCIL OF THE GRAPHIC ARTS INDUSTRY] - "WE AS PRINTERS HAVE AN OBLIGATION TO AT LEAST SEE THAT THE STUFF WE PRODUCE IS READABLE. WE CANNOT CONTROL THE CONTENT BUT WE OUGHT TO BE ABLE TO HAVE SOME INFLUENCE ON WHETHER IT IS MECHANICALLY READABLE TO MOST PEOPLE."

°° EDWIN BREWIN - [GRAVURE ASSOCIATION OF AMERICA] - "WE TALK ABOUT INDIVIDUAL COMPETENCIES. WHAT DO WE REALLY MEAN? COMMUNICATION SKILLS. NOT ONLY THE ABILITY TO READ AND WRITE BUT TO LISTEN AND REMEMBER THAT; LISTEN AND THE ABILITY TO COMMUNICATE ORALLY, EFFECTIVELY. ANYBODY THAT IS IN THE WORKING ENVIRONMENT TODAY THAT HIRES PEOPLE AND SUPERVISES PEOPLE ON A DAILY BASIS, KNOWS THAT THAT PROBLEM OF LISTENING AND ORAL COMMUNICATION IS CRITICAL."

"WE NEED PEOPLE WHO CAN COMPREHEND, UNDERSTAND AND ANALYZE COMMUNICATIONS. WE NEED PEOPLE WITH ADEQUATE MATHEMATICAL SKILLS. WE CERTAINLY NEED PEOPLE WHO UNDERSTAND OUR CULTURE AND HOW THEY CAN CONTRIBUTE TO THAT CULTURE AND WHAT IS VERY IMPORTANT--THE CULTURE OF THE COMPANY IN WHICH THEY WORK AND THAT DOES EXIST."

°° DAVID HARMAN - "...IN THE NEXT 10 TO 15 YEARS, IT IS PREDICTED AS YOU CORRECTLY STATED, DR. BREWIN, THAT THE MAJORITY OF ENTRANTS, NEW ENTRANTS INTO THE LABOR FORCE WILL COME FROM NON-TRADITIONAL GROUPS. IT IS THOSE GROUPS THAT ALL OF OUR DATA INDICATE HAVE THE GREATEST PROBLEM INSOFAR AS KNOWLEDGE OF THE ENGLISH LANGUAGE IS CONCERNED AND INSOFAR AS BASIC SKILLS ARE CONCERNED."

"IT CREATES AN ANOMALOUS SITUATION AT THE SAME TIME IN WHICH THE DEMANDS OF THE ECONOMY AND OF THE WORKPLACE ARE BECOMING INCREASINGLY SOPHISTICATED, THE NEW ENTRANT INTO THAT WORKPLACE IS BECOMING LESS QUALIFIED AND THAT IS CLEARLY AN ISSUE OF GREAT CONCERN."

°° RALPH KENNICKELL - "I ALSO NOTICED THAT MAYBE IT HAS BEEN SUGGESTED THAT THE PROBLEM IS NOT AS BAD AS IT SEEMS. WELL, MAYBE THEY ARE RIGHT, MAYBE THEY ARE WRONG. BUT YOU CANNOT AFFORD TO BE WRONG. IT IS EASY TO BE RIGHT BUT YOU CANNOT AFFORD TO BE WRONG ON THIS ISSUE."

"THEN WE ALSO HEARD ABOUT THE COMPUTER WAS GOING TO DO US ALL IN, TOO. WELL, NOW WE HAVE GOT PC WORLD AND PROBABLY 200 OTHER PUBLICATIONS RELATED TO THAT THAT CONSTANTLY CHALLENGE US TO BECOME MORE LITERATE IN A FIELD THAT WE WERE NOT NECESSARILY EDUCATED IN IN COLLEGE."

- RALPH KENNICKELL - "WE ARE GETTING TO THE POINT NOW WHERE WE ARE GETTING SUCH SOPHISTICATED EQUIPMENT THAT YOU NEED, MAYBE IN SOME CASES, MAYBE A LESS CRAFT-ORIENTED PERSON. BUT THAT PERSON WHO RUNS THESE PRESSES AND RUNS THE LASERS THAT SCAN THE COPY THAT IS GOING TO BECOME THE COLOR SEPARATIONS AND THE MEAT OF OUR INDUSTRY, ...IS GOING TO HAVE TO KNOW A LITTLE BIT ABOUT WHY THAT THING DOES THAT AND HOW IT DOES IT AND WHAT IT REALLY MEANS."
- DAVID HARMAN -

"...THE ISSUE OF ILLITERACY OR RISING FUNCTIONAL ILLITERACY IS NOT CONFINED TO THE UNITED STATES. IN WESTERN COUNTRY AFTER WESTERN COUNTRY THESE DAYS THIS ISSUE IS COMING TO THE FORE AS BEING ONE OF THE MOST CRITICAL SOCIAL ISSUES. THE CURRENT BEST SELLER, FOR EXAMPLE, IN FRANCE HAS THE TITLE OF: 'LE FRANCE, ILLITERARES' - ILLITERATE FRANCE."

"THERE IS A VERY DISTURBING REPORT RUNNING AROUND JAPAN ABOUT THE DROP IN READING ACTIVITY IN JAPAN. IN FACT, IN THE PREFACE TO THAT REPORT IT SAYS THAT THE UNITED STATES DEPARTMENT OF EDUCATION VERY KINDLY SAID THAT JAPAN HAS THE HIGHEST LITERACY RATES AND THE GREATEST EXTENT OF ACTUAL READING ON ANY COUNTRY IN THE WORLD."

"BUT WE THE WRITERS OF THE REPORT HAPPEN TO DISPUTE THAT. JAPAN IS ALSO IN THE THROES OF DEALING WITH THIS ISSUE. ENGLAND, FOR QUITE SOME TIME, HAS HAD A ROYAL COMMISSION ON LITERACY DEALING WITH THAT PROBLEM THERE."

"WE ARE DEALING WITH AN ISSUE, A PHENOMENON WHICH IS NOT UNIQUE TO THE UNITED STATES. IT IS BEGINNING TO APPEAR THROUGHOUT THE WESTERN WORLD AND IT IS LINKED, QUITE CLEARLY, WITH CHANGES IN TIME, CHANGES IN CIRCUMSTANCE, TECHNOLOGY ADVANCE AND SO FORTH."

"THERE ARE THINGS FOR WHICH LITERACY IS AN ABSOLUTE FUNCTIONAL REQUIREMENT AND THERE ARE, PERHAPS, OTHERS FOR WHICH IT IS NOT. IT WOULD PROBABLY BE IN ERROR TO EMPHASIZE ONLY THE FUNCTIONAL UTILITARIAN ASPECT OF LITERACY AT THE EXPENSE OF NOT DWELLING AND DWELLING IN GREAT DEPTH AND I WOULD SUGGEST TO YOU WITH GREAT PASSION ON THE IMPORTANCE OF LITERACY AS A VALUE."

- DAVID HARMAN - "IF WE ONLY FOCUS ON THE FUNCTIONALITY OF LITERACY AND NOT ON LITERACY AS A VALUE THEN THIS MAY ULTIMATELY BE A BATTLE WHICH MIGHT BE LOST BECAUSE TECHNOLOGY WILL, IN MANY RESPECTS, MAKE IT LESS AND LESS NECESSARY TO READ IN ORDER TO PERFORM SPECIFIC TASKS."

- JOAN BARALOTO - "YOU FIND THAT BY GOOD DESIGN, GOOD LAYOUT, [USA TODAY] - BY PREDICTABILITY OF FORMAT, BY CONCISE, GOOD WRITING, BY FINDING TOPICS THAT PEOPLE ARE REALLY INTERESTED IN, YOU ARE ABLE TO MOTIVATE PEOPLE TO READ."
  "...PEOPLE WILL READ IF YOU GIVE THEM SOMETHING THAT THEY CARE ABOUT, SOMETHING THAT IS GOING TO HELP THEM WITH REALITY BASED EDUCATION."
  "I SAY JUST QUICKLY WHAT WE BELIEVE WORKS IS THIS, PEOPLE WILL READ ONCE THEY HAVE LEARNED TO READ AND THEY WILL CONTINUE TO READ AND NOT DROP OUT IF YOU BEGIN TO MOTIVATE THEM AND GIVE THEM GOOD MATERIAL. BUT THE OTHER THING AND IT IS THE RESPONSIBILITY, I THINK, OF THE PRINTING INDUSTRY AND THAT IS, WE NEED TO MAKE OURSELVES LOOK BETTER, ALL OF US."

- TAIGA ERMANSONS - [TIME, INC.] - "WHAT TIME, INC., HAS BEEN DOING FOR THE PAST FIVE YEARS IS FOCUSING ON LITERACY AS OUR MAJOR SOCIAL ISSUE. WE KNEW THAT WE NEEDED TO CHANGE THE BEHAVIOR OF THESE MARGINAL READERS OR ALITERATES...WE DEVELOPED A VOLUNTEER TUTORING PROGRAM THAT USES OUR MAGAZINES, TIME, PEOPLE, SPORTS ILLUSTRATED, LIFE, AND MONEY TO TEACH MARGINAL READERS. THOSE MARGINAL READERS RANGE IN AGE FROM 12 TO 92."

- MARGOT WOODWELL - [PROJECT LITERACY U.S.=PLUS] - "PLUS IS A JOINT MEDIA OUTREACH PROJECT UNDERTAKEN BY THE PUBLIC BROADCASTING SYSTEM AND ABC/CAPITAL CITIES...LAUNCHED IN DECEMBER OF 1985 AT THE LIBRARY OF CONGRESS...DURING THE FIRST WEEK IN SEPTEMBER, WHEN ABC USED EVERY ONE OF THEIR NEWS VEHICLES TO GET THE MESSAGE OUT, WE ARE TOLD 40 MILLION AMERICANS SAW AT LEAST ONE PROGRAM ABOUT THE ISSUE OF LITERACY.'

•• CAROLYN EBEL CHANDLER - [AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION FOUNDATION] - "OUR COMMITMENT IS TO HAVE EVERY NEWSPAPER IN THE COUNTRY ASSISTING IN THIS NATIONAL LITERACY EFFORT. THE COMMITMENT IS TO ADULT LITERACY...THERE ARE PROBABLY 40 MILLION ADULTS WHO CANNOT READ THE DAILY NEWSPAPER."

•• DAN LACY - [BUSINESS COUNCIL FOR EFFECTIVE LITERACY] - "WE CAN REDUCE FUNCTIONAL ILLITERACY VERY SUBSTANTIALLY IN THIS COUNTRY. BUT TO DO SO IS GOING TO TAKE A VERY MUCH LARGER EFFORT THAN WE ARE NOW MAKING. OVER THE PAST FOUR YEARS, THERE HAS BEEN A STEADY BUILDUP OF PUBLICITY ABOUT LITERACY MATTERS. IT WAS A SILENT PROBLEM, ALMOST UNHEEDED, FOUR OR FIVE YEARS AGO."

"I THINK, HOWEVER, IT IS NOT SIMPLY A QUESTION OF DOING MORE OF WHAT WE HAVE BEEN DOING, IT IS A QUESTION OF DOING SOME THINGS DIFFERENTLY. WE CERTAINLY NEED A LOT MORE PEOPLE DOING TEACHING. THEY NEED TO BE A LOT BETTER TRAINED PROFESSIONALLY TO DO THE TEACHING. THEY NEED TO BE ABLE TO MAKE A GREAT USE OF THE NEW TECHNOLOGIES AND YOU NEED TO HAVE PROGRAMS THAT APPEAL TO THE PEOPLE WHO ARE BEING TRAINED AS OFFERING REWARDS CONSISTENT WITH THE HEAVY SACRIFICES OF TIME AND ENERGY AND EFFORT THEY ARE MAKING TO ACQUIRE THESE NEW AND DIFFICULT SKILLS."

•• GERRI FIALA - [EMPLOYMENT AND TRAINING ADMINISTRATION - U.S. DEPARTMENT OF LABOR] - "IN LIGHT OF THE VERY ARTICULATE DISCUSSION OF THE PROBLEMS THIS MORNING, I WANTED TO INDICATE THAT WE HAVE TRIED TO TAKE SOME STEPS TO REORIENT AND IMPROVE THE EFFECTIVENESS OF ONE OF OUR MAJOR PROGRAMS, THE JOB TRAINING PROGRAM. THIS IS A PROGRAM DESIGNED TO HELP DISLOCATED WORKERS, UNEMPLOYED AND POOR ADULTS AND AT-RISK YOUTHS TO BECOME MORE EMPLOYABLE AND FOR THOSE THAT ARE JOB READY TO FIND AND MAINTAIN FULL-TIME JOBS."

"WE HAVE TRIED TO MAKE LITERACY AND BASIC SKILLS A MAJOR FOCUS OF THAT PROGRAM AND SUCH TRAINING IS AN IMPORTANT PART OF EACH OF THE COMPONENTS OF THE JOB-TRAINING PROGRAM FOR YOUTH AND ADULTS, IT IS REQUIRED IN SUMMER PROGRAMS FOR AT-RISK YOUTHS AND MORE INTENSIVE PROGRAMS THAT ARE RESIDENTIAL IN NATURE FOR AT-RISK YOUTHS."

°° GERRI FIALA - "THE DECENTRALIZED NATURE OF THE JOB TRAINING PROGRAM PROVIDES A POTENTIAL FOR CONSIDERABLE FLEXIBILITY IN DEVELOPING LOCAL AND STATE SOLUTIONS TO LITERACY AND LINKING TOGETHER ADULT EDUCATION, OTHER EDUCATION, WORK IN WELFARE, JOB TRAINING, PRIVATE SECTOR RESOURCES TO REALLY ADDRESS THE WORKFORCE LITERACY PROBLEMS IN LOCAL AREAS."

°° ALAN KING - [DUPONT] - "I THINK WE SHOULD GUARD AGAINST BEING SEDUCED BY OUR AGE TO BE ENTIRELY LOGICAL AND PRAGMATIC ABOUT SOLVING THIS MATTER. I THINK WE OUGHT TO GUARD AGAINST BEING PERFECT IN OUR DEFINITION OF STRATEGY IN RESPONSE TO THE PROBLEM AND I KIND OF LIKE THE IDEA OF A MORE FLUID, FREE-SWINGING STRATEGY THAT INVOLVES ALL OF US BUT IN PARTICULAR ONE THAT IDENTIFIES IN THE PRINTING INDUSTRY WHAT OUR UNIQUE RESOURCES ARE AND WHAT EFFECT THEY COULD HAVE ON ATTACKING ILLITERACY."

"I SEE THAT I HAVE AN INSIGHT ABOUT ILLITERACY THAT, FRANKLY, I DID NOT HAVE UNTIL I MET A WOMAN IN WILMINGTON, DELAWARE, WHO PERSUADED ME TO GET OUR COMPANY TO LEND SOME FINANCIAL SUPPORT TO AN EFFORT OF HERS. NOW WE HAVE THREE LITTLE READING CENTERS IN THE CITY AND WE HAVE A READING CAMP PLANNED THIS SUMMER. HER REASONING WAS THAT YOU CAN HAVE SOCCER CAMPS AND BASKETBALL CAMPS, WHY NOT A READING CAMP."

"PEOPLE WHO HAD LOW SELF-ESTEEM, PARTICULARLY THOSE WHO COULD NOT READ, WERE PART OF THE STATISTICS INVOLVING DRUGS, TEENAGE PREGNANCIES, CRIME, DROPOUTS AND SHE WAS NOT TALKING ABOUT JUST DROPPING OUT OF SCHOOL BUT DROPPING OUT OF SOCIETY. ALL OF THIS BECAUSE YOU CANNOT READ."

°° RAYMOND LUCA - [NATIONAL PRINTING EQUIPMENT AND SUPPLY ASSOCIATION] "I THINK OVERALL, IF YOU LOOK AT WHAT IS BEING PRODUCED TODAY, IT IS MUCH BETTER THAN IT WAS EVER PRODUCED BEFORE. IF YOU LOOK AT MCGUFFY'S READER THAT KIDS USED TO READ 50 YEARS AGO, AND LOOK AT A TEXTBOOK THAT IS USED IN THE THIRD GRADE THESE DAYS, I THINK THERE IS A WORLD OF DIFFERENCE. THERE IS NO REASON WHY ANYBODY SHOULD BE ILLITERATE GIVEN THE QUALITY OF THE TEXTBOOKS WE ARE PRODUCING TODAY."

°° RAYMOND LUCA - "...AS A MANUFACTURER OF PRINTING PRESSES, I AM SORT OF LIKE THE FARMER WHEN HE THINKS ABOUT THE PROBLEM OF HUNGER IN AMERICA. YOU KNOW, HE SITS BACK AND CANNOT FIGURE OUT WHY THERE IS A PROBLEM. THE FARMER IS PRODUCING A LOT OF FOOD AND THE PRINTING PRESS MANUFACTURER AND PRINTERS ARE PRODUCING A LOT OF PRINTED MATERIAL. I THINK, CERTAINLY, THERE IS NO SHORTAGE OF PRINTED MATERIALS."

°° MARSHA HORN - [PRINTING INDUSTRIES OF AMERICA] - "WE ALSO FACE ANOTHER PROBLEM IN THAT THE ADVANCING TECHNOLOGY BASE MEANS THAT PEOPLE WHO WERE LITERATE YESTERDAY OR LAST YEAR OR TEN YEARS AGO, WHO FUNCTIONED IN THE WORKFORCE A DECADE AGO WILL NOT BE CAPABLE, PERHAPS, OF FUNCTIONING IN OUR MODERN WORKFORCE, IN THE WORKFORCE THAT IS CHALLENGED BY NEW TECHNOLOGY."

"WE MUST REALIZE THAT WE ARE THE NATION'S LARGEST MANUFACTURING INDUSTRY. UNDERSTAND THAT NO MATTER HOW SMALL THEY ARE, IN WHAT AREA THEY ARE, THEY HAVE AN ABILITY TO HELP THEIR COMMUNITY THROUGH A VARIETY OF METHODS. IT MEANS NOT ONLY THE DONATION OF BILLBOARDS BUT THE DONATION OF PRINT TO THEIR LOCAL LITERACY COUNCILS. IT MEANS THE DONATION OF SOMETHING FAR GREATER, THE DONATION OF THE GIFT OF TIME. IT MEANS THAT THE CEO FROM A PRINTING FIRM CAN SERVE ON A LITERACY COUNCIL'S BOARD OF DIRECTORS AND OFFER MANAGEMENT AND FINANCIAL EXPERTISE. IT MEANS THAT THEY CAN DONATE SPACE IN THEIR PLANTS SO THAT STUDENTS AND TUTORS CAN MEET ON NEUTRAL GROUND. IT MEANS GIVING THEIR EMPLOYEES TIME OFF TO BECOME TUTORS AND, IN FACT, DEVELOPING PROGRAMS FOR THEIR EMPLOYEES WHO NEED HELP IN THE AREA OF LITERACY.

°° JOE METCALF - [PROFESSOR AT CENTRAL MISSOURI STATE UNIVERSITY WHICH IS AN AAC MEMBER] - "SEVERAL OF YOU HAVE TALKED ABOUT GETTING A NUMBER OF GROUPS INVOLVED AND THE COLLEGE STUDENT HAS NOT BEEN MENTIONED AND WE HAVE GOT 10 OR 12 DIFFERENT GRAPHIC ARTS EDUCATION PROGRAMS REPRESENTED HERE IN THIS ROOM. EACH OF US HAS AT LEAST ONE COLLEGE GROUP. WE HAVE A STUDENT CHAPTER OF THE CRAFTSMEN'S CLUB, A STUDENT CHAPTER OF TAGA."

- JOE METCALF - "I HAVE GOT A LOT OF FAITH IN THE COLLEGE STUDENTS OF TODAY AND THE FUTURE OF GRAPHIC ARTS WITH THEM. WE NEED TO GET THOSE PEOPLE INVOLVED WHO ARE GOING TO BE THE LEADERS OF GRAPHIC ARTS TOMORROW. I THINK THAT THEY ARE ALL ANXIOUS TO HELP AND I THINK ONE OF THE THINGS I AM GOING TO DO WHEN I GET BACK TO CAMPUS IS TO START LOOKING AT WAY THAT THEY CAN BECOME INVOLVED AND CHALLENGE EACH OF YOU FROM OTHER COLLEGES TO DO THE SAME THING."

- KEITH STENEJHEM - [UNIVERSITY OF NORTH DAKOTA WHICH IS AN AAC MEMBER] - "...WE NEED TO GET PARENTS INVOLVED IN UNDERSTANDING THAT A CHILD LEARNS AT A DIFFERENT RATE AND THEY MATURE AT A DIFFERENT RATE...MAYBE IF YOU WANT TO SAY A PARENT INVOLVEMENT PROGRAM, TO GET MORE PARENTS INVOLVED IN THE SCHOOL SITUATION AND MAYBE THIS COULD BE ADDRESSED OR ASSISTED BY INDUSTRY IN THE FORM OF SOME RELEASE TIME TO ALL PARENTS TO GO INTO THE SCHOOL AND WORK WITH THE KIDS THAT THEY HAVE IN SCHOOL AT THAT TIME."

- BERT BASSETT - [EXECUTIVE DIRECTOR OF THE GRAPHIC ARTS TECHNICAL FOUNDATION] - "THOSE OF YOU NOT ACTUALLY INVOLVED IN PRINTING PER SE, THIS IS A VERY FAST MOVING WORLD. IT USED TO BE THAT A PRINTING PRESS WAS PURCHASED AND IT WOULD BE STATE-OF-THE-ART FOR 10 YEARS. TODAY, THAT IS TWO OR THREE YEARS AND CONTINUALLY COMING DOWN. AT THE SAME TIME, COLOR SEPARATION IS NOW BECOMING A NEW TECHNOLOGY THAT IS TURNING OVER VERY, VERY RAPIDLY."

- NICHOLAS CHIAPELAS - [CHAIRMAN OF THE BOARD OF THE NATIONAL ASSOCIATION OF PRINTERS AND LITHOGRAPHERS & PRESIDENT $ CEO OF THE GRAPHIC ARTS CENTRE IN ST. LOUIS] - "I HAVE TO CONFESS TO YOU THAT I REALLY HAD LITTLE INTEREST AND A RATHER CAVALIER ATTITUDE TOWARD THE LITERACY PROBLEM UNTIL I WAS ASKED TO APPEAR ON THIS PANEL. I READ A LOT AND I HAVE HEARD A LOT ABOUT THE LITERACY PROBLEM BUT IT NEVER REALLY HIT HOME UNTIL I DID A LITTLE RESEARCH TO PREPARE MYSELF FOR TODAY'S PANEL DISCUSSION."

•• NICHOLAS CHIAPELAS - "I AM FULLY CONVINCED THAT I AM TYPICAL OF A LOT OF PEOPLE OUT THERE WHO ARE SOMEWHAT AWARE OF THE PROBLEM BUT WHO DO NOT FEEL COMPELLED TO ACT ON FOR WHATEVER REASONS. WHAT GOT MY ATTENTION WERE SEVERAL RATHER STARTLING STATISTICS. I KNOW WE HAVE KIND OF BLUDGEONED THIS TODAY WITH STATISTICS, BUT LET ME SHARE WITH YOU THE ONES THAT GOT MY ATTENTION AND I THINK SHOULD BE CONVEYED TO THE REST OF THE WORLD OUT THERE. NUMBER ONE, NINE OUT OF TEN PEOPLE THAT WE WILL BE HIRING IN THE YEAR 2000 ARE ALREADY BORN AND EDUCATED. WHAT WE HAVE IS WHAT WE ARE GOING TO GET. LESS THAN ONE-FIFTH OF 2,000 JUNIORS IN HIGH SCHOOL COULD WRITE A NOTE APPLYING FOR A SUMMER JOB AT A SWIMMING POOL. OUT OF 23,000 YOUNG ADULTS WHO TOOK A SIMPLE QUALIFYING TEST AT NEW YORK TELEPHONE FOR ENTRY LEVEL JOBS -- 84 PERCENT OF THEM FLUNKED THE TEST. ONLY 38 PERCENT OF THE 21 TO 25-YEAR OLDS COULD FIGURE CHANGE DUE THEM FROM $3.00 IF THEY HAD A 60-CENT SODA AND $1.95 HAMBURGER. FINALLY A TEAM COMPOSED OF THE TOP FIVE PERCENT OF U.S. HIGH SCHOOL SENIOR FINISHED DEAD LAST IN A MATH COMPETITION WITH 11 COMPETING NATIONS. WE WERE BEATEN BY COUNTRIES SUCH AS NEW ZEALAND, FINLAND, AND HUNGARY, AND THOSE STUDENTS REPRESENT THE CREAM OF THE CROP IN OUR EDUCATIONAL SYSTEM TODAY."

"NAPL HAS SOME 4,000 MEMBER COMPANIES SCATTERED THROUGHOUT THE UNITED STATES SO I FEEL THAT WE ARE A RATHER FORMIDABLE RESOURCE IN ATTACKING THE PROBLEM OF LITERACY AND WE HAVE ALREADY DONE THAT (WITH THE MARCH APRIL ISSUE OF PRINTING MANAGER)."

"THIS WILL BE A CONTINUING EFFORT ON THE PART OF NAPL, I CAN ASSURE YOU OF THAT. REDUCED TO ITS SIMPLEST TERMS, IF WE ARE PRINTING THINGS THAT PEOPLE CANNOT READ, THEN OUR FUTURE IS NOT VERY ROSY. SO, WE HAVE A VERY VESTED INTEREST IN THE LITERACY PROBLEM IN OUR COUNTRY."

"I THINK THAT UNTIL WE CAN GET THE ATTENTION OF THE PUBLIC, WE CANNOT REALLY FOCUS ON THE PROBLEM."

°° GLENN BOBB - [INTERNATIONAL ASSOCIATION OF PRINTING HOUSE CRAFTSMEN] - "(AS AN) ...ORGANIZATION DEVOTED TO WORKING BETWEEN BUSINESS, LABOR, EDUCATION AND ALL OTHER PHASES TO DISSEMINATE INFORMATION AND TO WORK ON PROBLEMS, IT IS UP TO US TO CARRY THE INFORMATION BACK, DEDICATE A PLAN, TO ATTACK THIS PROBLEM AND COME UP WITH SOMETHING SUBSTANTIAL WHEN NEXT WE MEET."

°° JAMES RATCLIFFE - [DIRECTOR OF PUBLIC AFFAIRS FOR R.R. DONNELLEY & SONS, INC.] - "...IF ILLITERACY BOTH IN TERMS OF READING AND MATHEMATICAL ILLITERACY IS REALLY TO BE ADDRESSED, WE CANNOT, AS SOMEONE SAID THIS MORNING, GO TO THE POISONER FOR THE ANECDOTE. SOMETHING HAS TO HAPPEN FROM OUTSIDE AND I THINK FINALLY, INDUSTRY, INCLUDING THE PRINTING INDUSTRY, IS BECOMING AWARE OF THE FACT THAT THEY MUST TAKE AN ACTIVE ROLE IN AN AREA WHICH IS ESSENTIALLY A POLITICAL AREA AND WHICH, THEREFORE, HAS BEEN AN ANATHEMA TO BUSINESS IN YEARS PAST."

°° RICHARD BURNHAM - [NATIONAL ASSOCIATION OF LITHO CLUBS] - "THE NALC WILL DEFINITELY DO ANYTHING IN ITS POWER TOWARDS COMMUNICATION, CONVEYING ANY INFORMATION TO ITS MEMBERS. WE HAVE 28 CHAPTERS, NATIONWIDE. WE CAN DO THAT THROUGH OUR NEWSLETTER, NATIONAL CONVENTIONS AND MONTHLY AND EDUCATIONAL PROGRAMS ON A LOCAL BASIS. ONE PROBLEM IS THAT SCHOOLS ARE CUTBACK TO A SIX PERIOD SCHOOL DAY INSTEAD OF A FULL SEVEN PERIOD. THAT DOES NOT LEAVE TIME TO TRANSPORT THE STUDENTS OVER TO THE VOCATIONAL SCHOOLS. IT REALLY HAS A BIG IMPACT ON OUR INDUSTRY. THESE TRADE PROGRAMS ARE BEING CUT BACK."

°° ED KELLY - [3M PRINTING AND PUBLISHING SYSTEMS] - "I THINK REALLY, IN THE PRINTING INDUSTRY, A REAL BIG PART OF THE ISSUE THAT WE ARE TALKING ABOUT TODAY IS AWARENESS. TO MY KNOWLEDGE, WHEN WE TRIED TO FIND INFORMATION LAST YEAR WITH OUR R & E (RESEARCH AND ENGINEERING COUNCIL OF THE GRAPHIC ARTS INDUSTRY) GROUP, I THINK ONLY CAROLYN'S ORGANIZATION (ANPA) WAS THE ONLY INE IN GRAPHIC ARTS THAT HAD REALLY DONE ANYTHING ON AWARENESS."

PANEL DISCUSSION CONCLUSION

°° DR. DAVID HARMAN - [LITERACY EXPERT/AUTHOR & PANEL MODERATOR] - "WE HAVE ACCOMPLISHED THE REMARKABLE FEAT OF HAVING 17 PEOPLE ADDRESS SOLUTIONS TO THE LITERACY PROBLEM, ALL IN THE SPACE OF 67 MINUTES. CLEARLY, WHAT YOU HAVE HEARD HERE IS A REMARKABLE ARRAY OF ACTIVITIES WHICH FOCUS ON DIFFERENT FRAMEWORKS AND WHICH FOCUS, TO SOME EXTENT, ON THE SAME POPULATION AND TO SOME EXTENT ON DIFFERENT POPULATIONS. PERHAPS ONE OF THE IMPORTANT BENEFITS OF HAVING A PANEL OF THIS NATURE IS THAT NOT ONLY DO WE HEAR ABOUT THIS ARRAY OF ACTIVITIES BUT THERE ARE SOME OBVIOUS POINTS OF CONNECTION THAT COME TO MIND AS ONE LISTENS TO THE VARIOUS SPEAKERS. PERHAPS ONE OF THE GREATEST ACCOMPLISHMENTS THAT WE CAN HOPE FOR, FOR A DAY SUCH AS THIS, IS THAT AS WE LEAVE THIS EVENING, WE BEGIN TO CREATE INTERACTIONS AND COORDINATIONS AND COALITIONS. BECAUSE ONE THING IS ABSOLUTELY CLEAR, THAT THE PROBLEM ITSELF CANNOT BE SOLVED OR EVEN ADEQUATELY DEALT WITH IN A PATCHWORK QUILT FASHION. EVEN PEOPLE WHO MAKE PATCHWORK QUILTS KNOW THAT YOU HAVE TO SEW EACH PIECE TOGETHER IN ORDER TO GET THE FINAL PRODUCT. IF WE WORK, EACH OF US, IN OUR OWN NICHES AND EACH OF US IN OUR OWN CORNERS TO UNDERTAKE OUR ACTIVITIES AND DISCUSS THEM WITH OTHERS AND COORDINATE THEM WITH OTHERS, THEN WE MIGHT BE ABLE TO DEVELOP AND EVOLVE A STRATEGY WHICH WILL CONFRONT THE ISSUE OF LITERACY AND BASIC SKILLS IN ALL OF ITS COMPLEXITIES AND ON ALL OF ITS FRONTS."

°° HONORABLE WILLIAM J. BENNETT - THE SECRETARY OF EDUCATION - "FIRST OF ALL, WE KNOW THAT THERE IS A SLUMP IN THE AMERICAN ELEMENTARY SCHOOL. WITH ALL THE INTERNATIONAL COMPARISONS AND ASSESSMENTS THAT WE HAVE, AND YOU HAVE SEEN THE RESULTS OF MANY OF THEM, SHOWING OUR STUDENT TO BE BEHIND THE STUDENTS OF OTHER INDUSTRIALIZED NATIONS."

"...WHEN A PARENT READS TO A CHILD, SOMETHING MORE IS BEING CONVEYED THAN A PARENT'S ABILITY TO TELL A STORY. THERE IS SOMETHING, IF YOU WILL, OF THE HEART OF A PARENT BEING CONVEYED. THE MOTTO UP HERE SAYS: 'IF YOU READ NOW, THEY WILL LATER!'"

°° SECRETARY BENNETT - "I AM CONVINCED MORE AND MORE THAT AS WE THINK ABOUT LITERACY AND TALK ABOUT LITERACY, PARTICULARLY LITERACY FOR CHILDREN, WE SHOULD THINK ABOUT IT IN REGARDS TO NOT ONLY LITERACY AS AN ABILITY BUT LITERACY AS A FORM OF LOVE OR FORM OF AFFECTION FOR SOMETHING, MORE ACCURATELY, THAT COMES ABOUT OR COMES TO BE BECAUSE OF AFFECTION, BECAUSE OF ONE'S CARING FOR ANOTHER."

"READING IS A WAY TO FIND OUT ABOUT THINGS YOU CARE ABOUT AND IT IS A WAY ONE PERSON CONVEYS WHAT HE CARES ABOUT TO ANOTHER. IT IS NOT ENOUGH IN OUR SCHOOLS TO TEACH KIDS HOW TO READ. WE NEED TO TEACH THEM TO LOVE TO READ OR AT LEAST TO LIKE TO READ. WE NEED TO THINK OF READING AS SOMETHING THAT QUICKENS THE IMAGINATION AND THE AFFECTIONS AS WELL AS DEVELOPING SKILLS. IT THUS BECOMES A KIND OF CASE STUDY IN GENERAL PEDAGOGICAL PRACTICE AND THEORY. ONE OF THE THINGS THAT HAS TROUBLED ME FOR A LONG TIME ABOUT AMERICAN EDUCATION IS THE DEVALUATION AND DEGRADATION OF THE VOCABULARY. I HAVE HEARD TEACHERS REFER TO THEMSELVES AS SKILL FACILITATORS. TEACHERS THINK OF THEMSELVES AS SKILL FACILITATORS, THEY ARE SELLING THEMSELVES AND THEIR JOBS SHORT. THEY ARE MORE THAN SKILL FACILITATORS. THEY ARE PEOPLE WHO ARE ENGAGED IN POINTING TO CHILDREN WHAT THEY THINK IS IMPORTANT, WHAT THEY THINK IS GOOD, WHAT THEY THINK IS WORTHWHILE. BY THE VERY ASSIGNMENT BY A TEACHER TO A STUDENT OF A TASK, THE TEACHER STANDS AND REPRESENTS A CHOICE OF HOW ONE SHOULD SPEND ONE'S TIME. WOULDN'T IT BE A GOOD THING FOR A CHILD TO SEE AS MANY ADULTS AS POSSIBLE CONVEYING THEIR SENSE OF WHAT IS IMPORTANT, THEIR SENSE OF HOW TIME SHOULD BE SPENT VALUABLY THROUGH THEIR CHOICE OF WHAT TO READ? WE WILL NOT DO IT RIGHT IF WE SIMPLY FORCE CHILDREN TO LEARN HOW TO READ AND TO DRILL THEM IN THE BASICS OF READING. BUT TO NOT CONVEY TO THEM THE SENSE OF OUR AFFECTIONS AND OUR LOVE THROUGH OUR CHOICE OF WHAT WE ASK THEM TO READ--FOR THEN, WE MAY, IF WE DO NOT DO THE LATTER, WE MAY HAVE PEOPLE WHO ARE SKILLED AND ABLE AT READING BUT WHO HAVE NO INTEREST IN READING, WHO HAVE NO LOVE OF READING AND GIVEN THE FIRST OPPORTUNITY TO ABANDON IT FOR SOMETHING ELSE WILL ABANDON IT FOR SOMETHING ELSE."

•• SECRETARY BENNETT - "WE NEED TO BE SURE THAT OUR STUDENTS HAVE THE BASIC SKILLS. WE NEED TO DRILL. WE NEED TO BE SURE THAT THEY ARE GETTING IT. BUT WE CANNOT LOSE THE LARGER PICTURE, WITH AN ARROW IN THE PICTURE, BECAUSE FINALLY, IN THE END, I THINK, IT IS A MATTER OF LOVE AND INTEREST AND AFFECTION. YOUR POSTER SAYS, IF YOU READ NOW, THEY WILL LATER. IF YOU READ AND THINK IN A CERTAIN WAY AND WITH A CERTAIN INTEREST AND WITH A CERTAIN INTENT, I WOULD REPHRASE IS BY STEALING FROM WORDSWORTH. 'WHAT WE HAVE LOVED, OTHERS WILL LOVE, BUT WE MUST TEACH THEM HOW.'"

"PART OF THE BATTLE FOR EDUCATION, PART OF THE BATTLE FOR THE CHILD'S INTEREST IN EDUCATION IS THE BATTLE NOT JUST FOR THE CHILD'S MIND OR FOR THE CHILD'S SKILLS, THE CHILD'S ABILITIES BUT FOR THE CHILD'S HEART, THE CHILD'S INTEREST, THE CHILD'S IMAGINATION. IT SEEMS TO ME THAT WHEN WE TALK ABOUT READING AND WE TALK ABOUT LITERACY, WE CANNOT NEGLECT THAT PART OF IT IN THIS VERY UNSCIENTIFIC, INFORMAL REVIEW OF EFFECTIVE READING PROGRAMS IN SCHOOLS. EFFECTIVE READING PROGRAMS THAT SEEM TO LAST. I HAVE FOUND THIS TO BE A CONSTANT INGREDIENT."

"WITHOUT TAKING SIDES HERE, THE JAPANESE REGARD PUBERTY AS A CHALLENGE. THIS IS THE TIME THEY MUST TURN UP EXPECTATIONS, TURN UP HOMEWORK, KEEP KIDS FOCUSED ON TASKS. IN TOO MANY OF OUR MIDDLE SCHOOLS, THE RESEARCH TELLS US, WE REGARD PUBERTY, THAT TIME, AS A TIME TO TREAD VERY CAREFULLY, BE VERY NICE, DO NOT ASK TOO MUCH AND HOPE FOR THE BEST."

"I AM CONVINCED, THE MORE I LOOK AT THE RESEARCH IN ALL THE AREAS THAT NOT ONLY DOES THE DROPOUT PROBLEM START IN THIRD OR FOURTH GRADE BUT THE WHOLE QUESTION OF FUTURE LITERACY IS DETERMINED IN THE THIRD OR FOURTH OR FIFTH OR SIXTH GRADE BUT SO MUCH ELSE. THIS IS A MATTER OF NOT JUST CHOICE OF SUBJECT MATTER BUT HOW WE PRESENT THE SUBJECT MATTER. WHEN YOU SEE GOOD TEACHERS, THEY ARE THE TEACHERS WHO ARE GIVEN THE ROOM OF FREEDOM AND AUTONOMY TO TEACH WHAT THEY KNOW

----[SECRETARY BENNETT CONTINUED]--AND WHAT THEY LOVE. WHEN YOU HAVE GOT THAT GOING ON, YOU HAVE GOT, I THINK, A VERY IMPORTANT INGREDIENT FOR EDUCATION."

"A FRIEND OF MINE SAYS SOCIAL SCIENCE IS THE ELABORATE DEMONSTRATION OF THE OBVIOUS BY METHODS THAT ARE OBSCURE."

"THE SINGLE, MOST POWERFUL INFLUENCE PARENTS HAVE IN THE ACHIEVEMENT OF THEIR CHILDREN HAS TO DO WITH THE VALUES THEY CONVEY TO THEIR CHILDREN -- THE VALUE OF READING. I THINK YOU CAN CONVEY THE IMPORTANCE OF READING EVEN IF YOU CANNOT READ. I THINK IN THE SAME WAY YOU CAN CONVEY THE IMPORTANCE OF TAKING LESSONS AT SCHOOL SERIOUSLY AND LISTENING TO THE TEACHER EVEN IF YOU, AS A PARENT, DID NOT. YOU CAN CONVEY THAT AS A PARENT THROUGH YOUR CONSISTENT, INDEED, INCESSANT MESSAGE ABOUT THE IMPORTANCE OF SCHOOL."

•• HONORABLE BILL GOODLING - [MEMBER OF CONGRESS AND THE CONGRESSIONAL TASK FORCE ON ILLITERACY] - "I AM PLEASED TO BE HERE BECAUSE I THINK WHAT YOU ARE TALKING ABOUT AND THINKING ABOUT IS PROBABLY THE MOST IMPORTANT PROBLEM, THE BIGGEST PROBLEM FACING THE UNITED STATES. MEMBERS OF CONGRESS ARE BEGINNING TO UNDERSTAND THAT. AS A MATTER OF FACT, ILLITERACY IS GOING TO DETERMINE WHETHER WE ARE COMPETITIVE OR NOT COMPETITIVE IN YEARS TO COME."

"...UNLESS WE CAN DO SOMETHING ABOUT THE ILLITERACY PROBLEM IN EARLY CHILDHOOD, IN ALL PROBABILITY, WE ARE NOT GOING TO BE VERY SUCCESSFUL FROM THAT POINT ON. SO IN EVEN START WHAT I SAY YOU MUST DO AND NOT CREATE NEW BUREAUCRACIES BUT USING WHAT IS OUT THERE AT THE PRESENT TIME; DESIGN PROGRAMS THAT WILL TAKE THE ILLITERATE AND THE FUNCTIONAL ILLITERATE PARENT AND THE PRE-SCHOOL CHILD TOGETHER, WORKING ON SEVERAL THINGS. FIRST OF ALL, TRYING TO IMPROVE THE LITERACY SKILLS OF THOSE ADULTS AND SECONDLY, TEACHING THEM WHAT IT IS YOU DO IN A PRE-SCHOOL SETTING THAT YOU AND I WOULD JUST NORMALLY DO WITH PRE-SCHOOL YOUNGSTERS SO THAT THERE IS READING READINESS BY THE TIME THEY GET TO A FORMAL SETTING."

•• CONGRESSMAN GOODLING - "SO NOW, WE REALLY HAVE TO JOIN FORCES, THE PRIVATE SECTOR, THE EDUCATION SECTOR, ALL GOVERNMENTS AT ALL LEVELS AND REALLY ATTACK THE PROBLEM. THE PROBLEM IS GOING TO BE INCREASED DRAMATICALLY SIMPLY BECAUSE MOST OF THOSE WHO ARE COMING INTO OUR COUNTRY AT THIS PARTICULAR TIME HAVE HAD NO FORMAL EDUCATION AT ALL IN THE COUNTRY FROM WHICH THEY CAME. NOT ONLY WILL THEY HAVE A LANGUAGE BARRIER BUT THEY HAVE HAD NO FORMAL EDUCATION AT ALL AND THAT WILL MAKE THE JOB THAT MUCH MORE DIFFICULT TO EVER BRING THE TRANSITION IN RELATIONSHIP TO SPEAKING ENGLISH FLUENTLY. SO WE HAVE A MAJOR RESPONSIBILITY, A MAJOR JOB. I AM GLAD THAT YOU ARE CONSIDERING IT AND I HOPE THAT YOU GO FORTH FROM HERE AND REALLY ATTACK THE PROBLEM AT EVERY LEVEL YOU POSSIBLY CAN. JOIN HANDS SO THAT WE CAN JOINTLY ERADICATE THE VERY, VERY DESTRUCTIVE FORCE THAT IS UPON US AT THE PRESENT TIME. IT IS NOT AN OUTSIDE FORCE, I KEEP WRITING TO THE LEADERSHIP--IT IS NOT AN OUTSIDE FORCE THAT IS GOING TO DESTROY THIS GREAT NATION AS WE KNOW IT...IT IS WHAT IS HAPPENING WITHIN THE COUNTRY, WHETHER IT IS THE DRUG PROBLEM, THE ALCOHOL PROBLEM, AND ABOVE ALL, THE LITERACY PROBLEM."

•• WILLIAM A. HOHNS - [EXECUTIVE VICE-PRESIDENT, WALDMAN GRAPHICS] "LITERACY. COULD PEOPLE READ WHAT WE EVEN PRINTED? I HEARD RECENTLY THAT A STAGGERING NUMBER OF AMERICANS COULD NOT.... BUT I WILL TELL YOU AND ASSURE OF ONE THING, THE PEOPLE THAT WORK IN THIS INDUSTRY WANT TO HELP. ALL WE HAVE TO DO IS FIGURE OUT A WAY TO ASK THEM, TO GET TO THEM."

••••• [SPECIAL NOTE: MR. HOHNS PREPARED AND PRINTED HIS REMARKS AND RECOMMENDATIONS TO THE PRINTING INDUSTRY—BECAUSE OF THE SIGNIFICANCE OF THESE SUGGESTIONS, HIS PRINTED REMARKS APPEAR AT THE END OF THIS DOCUMENT, IN ITS ENTIRETY.]

•• JOHN CORCORAN - [PLUS LITERACY LEARNER] - "BEING A FUNCTIONAL ILLITERATE IN AMERICA IS A FRIGHTENING EXPERIENCE. FUNCTIONAL ILLITERATES FEEL ALONE. FUNCTIONAL ILLITERATES KEEP SILENT BECAUSE THEY FEEL A SENSE OF SHAME, A PAINFUL FEELING OF GUILT

[JOHN CORCORAN CONTINUED...]- FOR THEIR IMPROPER BEHAVIOR, THEY DID NOT LEARN HOW TO READ. THE SATISFACTION OF OVERCOMING MY LIFELONG HANDICAP IS NOW A FORCE THAT GIVES ME A KEY TO GREATER UNDERSTANDING AND THE FULFILLMENT OF A LIFELONG DREAM. I AM FREEING MYSELF OF ILLITERACY. LITERACY IS AS FUNDAMENTAL AS FREE SPEECH. IT IS THE FUNDAMENTAL RIGHT OF EVERY CITIZEN. I DO NOT BELIEVE THAT ALL OF OUR COUNTRY'S PROBLEMS ARE ROOTED IN ILLITERACY BUT I DO THINK THAT IT MAY, IN FACT, BE ONE OF THE MAJOR CONTRIBUTING FACTORS IN MANY OF OUR CURRENT, SOCIAL, AND ECONOMIC PROBLEMS."

"THE ISSUE OF ILLITERACY CANNOT BE REMOVED FROM THE FRONT BURNER. WE HAVE FAILED TO TEACH OUR CHILDREN HOW TO READ, WRITE AND SPEAK ENGLISH. FAILURE IS SOMETHING TO LEARN AND NOT TO BE DISCOURAGED BY. A LITERATE AMERICA IS A GOAL THAT CAN BE ACCOMPLISHED. YOUR UNDERSTANDING OF THE LITERACY PROBLEM IS AMERICA IS AN IMPORTANT PART OF THE HEALING REHABILITATION OF OUR COUNTRY'S GREATEST NATURAL RESOURCE— OUR PEOPLE."

°° ROB MCCORD - [EXECUTIVE DIRECTOR OF THE CONGRESSIONAL CLEARINGHOUSE ON THE FUTURE AND THE CONGRESSIONAL TASK FORCE ON ILLITERACY] - "ESSENTIALLY, THE MAIN MESSAGE THAT I HAVE FOR YOU IS WHEN IT COMES TO FEDERAL LEGISLATORS, YOU ARE BY NO MEANS ON YOUR OWN. WITH EXTRAORDINARY ASSISTANCE FROM THE DEPARTMENT OF EDUCATION AND FROM SOME OF THOSE WHO ARE HERE, WE HAVE WORKED WITH FEDERAL LEGISLATORS TO GET THEM FAMILIAR WITH SOME OF THE FAIRLY ALARMING FACTS ABOUT ILLITERACY AND SEMI-ILLITERACY AND ABOUT WHAT THOSE PROBLEMS MEAN WHEN YOU TRANSLATE THEM INTO IDEAS ABOUT ECONOMIC EFFICIENCY LET ALONE ACCESS TO OPPORTUNITY."

"WE ARE TRYING TO GET TO THE DIFFICULT TO REACH AND THE DIFFICULT TO TEACH AND TEACH THEM SOMETHING THAT IS ENORMOUS IN SCOPE AND IMPORTANCE...WE ARE TRYING TO SEEK OUT THE MOST EFFICIENT MEANS OF HELPING ILLITERATE PEOPLE BECOME LITERATE AND PREVENTING AN INCREASE IN THE NUMBER OF ILLITERATE PEOPLE."

•• ROB MCCORD - "THERE WAS $200 MILLION FOR ADULT EDUCATION IN THAT BILL (H.R.5). THERE WAS $26.4 MILLION FOR LITERACY TRAINING AND THERE WAS $50 MILLION FOR THE EVEN START BILL WHICH BILL GOODLING PROBABLY MENTIONED TO YOU, A VERY ELEGANT IDEA OF ABOUT THE NOTION THAT YOU CANNOT HAVE A HEAD START UNTIL YOU HAVE AN EVEN START OF HAVING PARENTS WHO CAN HELP TEACH YOU TO READ. SO, MEMBERS WERE ACTUALLY ABLE TO PUT MONEY WHERE THEIR MOUTH WAS."

DISCUSSION GROUP REPORTS

1. THE ECONOMIC IMPACT OF ILLITERACY ON THE GRAPHIC ARTS

•• BILL DOWNS - [AAC MEMBER - CENTRAL MISSOURI STATE UNIVERSITY] "$250 BILLION IS PUT FORTH AS THE COST OF ILLITERACY, THE DRAG ON THE AMERICAN ECONOMY. WE DO NOT KNOW WHAT THAT PORTION OF IT IS FOR THE PRINTING INDUSTRY, BUT BELIEVE ME, IT IS LIKELY VERY SUBSTANTIAL. TRAINING IS ONE ALTERNATIVE THAT WAS DISCUSSED IN OUR GROUP AS A WAY OF TRYING TO COMPENSATE FOR THAT. TRAINING ALSO PUTS A DRAG ON THE PRINTING INDUSTRY, BUT, NEVERTHELESS, IT DOES PRODUCE SOME POSITIVE RESULTS AND MAYBE LESSENS THAT DRAG IN THE LONG RUN."

2. PRINT MEDIA IMAGE

•• SCOTT WILLIAMS - [AAC MEMBER - GEORGIA SOUTHERN COLLEGE] - "WE THOUGHT THAT WE SHOULD CONSIDER AN AD CAMPAIGN CONCERNING THE PROMOTION OF THE PRINTING INDUSTRY AS WELL AS THE ILLITERACY PROBLEM. ONE ITEM WE TALKED ABOUT IN THAT AREA WAS TO MAYBE USE A PERSON THAT IS ON THE $100 BILL. HOW MANY OF YOU KNOW WHO IS ON THE $100 BILL?—BEN FRANKLIN. HE IS THE ONLY ONE THAT IS NOT A PRESIDENT THAT IS ON THE DENOMINATIONS OF THE AMERICAN CURRENCY. SO, WE THOUGHT ABOUT THAT ONE AS FAR AS AN IMAGE THAT WE COULD USE."

3. GROWING APATHY TOWARD PRINT MEDIA AND READING

•• DAVID VEQUIST - [AAC MEMBER - PITTSBURG STATE UNIVERSITY] - "MAYBE THERE ARE MORE THAN JUST TWO GROUPS, MAYBE THERE IS MORE THAN JUST LITERATE AND ILLITERATE...WE SAY THAT THERE ARE THE ILLITERATE, THOSE WHO CANNOT READ OR CANNOT READ WELL ENOUGH. THOSE WHO ARE ALITERATE, THOSE WHO CAN READ BUT DO NOT REALLY WISH TO. THE THIRD GROUP WHICH WE COINED A NEW DEFINITION AS THE HYPER-LITERATE, THOSE WHO READ AND WANT TO."

4. YOUTH AND PRINT MEDIA

•• BOB STECHSCHULTE - [AAC MEMBER - FERRIS STATE UNIVERSITY] - "WHEN WE TALKED ABOUT THE YOUTH, WE WERE TALKING ABOUT THE 9 TO 11-YEAR OLDS, THE STUDENT THAT IS FALLING OFF AT THE THIRD GRADE LEVEL. WE THOUGHT THAT PROBABLY WE WOULD BE ABLE TO USE THE REST OF THE MEDIA, NAMELY, MAYBE TELEVISION TO INTEREST YOUTH IN READING IF WE COULD GET ROCK STARS, SPORTS STARS, TO SELL IT TO THE 9 TO 11-YEAR OLDS; HAVE AN ADVERTISING CAMPAIGN THAT SOLD THE YOUTH ON THE VALUE OF READING."

5. EDUCATORS: PRIMARY AND SECONDARY EDUCATION

•• JACK NUCKOLS - [AAC MEMBER - WEST VIRGINIA INSTITUTE OF TECHNOLOGY] - "...A TOTAL REVAMPING OF THE EXISTING EDUCATIONAL SYSTEM NEEDS TO TAKE PLACE. WE ARE NOT TALKING ABOUT, OBVIOUSLY, A SHORT TERM FIX AND EVEN THE COMMENT THAT POSSIBLY, IT WOULD TAKE MAYBE UP TO 20 YEARS TO GET THIS IN EFFECT....WHEN YOU GET INTO HIGHER EDUCATION, OF COURSE, AT THAT POINT THE DAMAGE PROBABLY HAS ALREADY BEEN DONE. THE POINT IS THAT THERE NEEDS TO BE STEPS TAKEN TO ATTACK THE IDEA OF ADULT LITERACY."

6. PROGRAMS FOR BUSINESS

•• CHARLES POTTER - [LITERACY COORDINATOR FOR THE U.S. GOVERNMENT PRINTING OFFICE] - "WE HAD TIME, USA TODAY, R.R. DONNELLEY & SONS, INC., ATF DAVIDSON, PRINTING INDUSTRIES OF AMERICA, JUST TO NAME A FEW...HERE IS WHAT THESE PEOPLE HAVE COME UP WITH...ONE, THEY AGREED

----[CHARLES POTTER - CONTINUED] - WITH SOME OF THE OTHER GROUPS ON GRASSROOTS LEVEL EFFORTS. THEY AGREED WITH THE CONCEPT OF AWARENESS—WE WANT TO MAKE PEOPLE AWARE OF THIS PROBLEM. SOME COMPANIES ARE NOT AWARE OF IT. THEIR EMPLOYEES ARE NOT AWARE OF IT. WE ARE DOING THAT HERE TODAY AS WE INCREASE AWARENESS...SPEAK TO ORGANIZATIONS ON THE SUBJECT OF ILLITERACY...THERE ARE SMALL LOCAL GRANTS THAT CAN BE MADE...DEVELOPING IN-PLANT OPPORTUNITIES FOR LITERACY TRAINING...BRING INTO YOUR OWN COMPANY, AN ORGANIZATION LIKE LITERACY VOLUNTEERS OF AMERICA TO PRESENT A PROGRAM... WE ARE LUCKY IN THE FEDERAL GOVERNMENT, THE DEPARTMENT OF EDUCATION WILL PROVIDE THAT FREE OF CHARGE; HAVE SOMEBODY COME IN AND DO THAT, IF WE HAVE ENOUGH PEOPLE WHO ARE WILLING TO VOLUNTEER."

"ONE OF THE SUGGESTIONS FROM ATF DAVIDSON WAS THEY DONATE PRESSES TO SCHOOLS...THEY HAVE SMALL PRESSES THAT THEY MANUFACTURE AND WHEN THEY DONATE THOSE PRESSES FROM NOW ON, MAYBE THEY COULD HAVE A TIE OR STRING ATTACHED THAT TEN PERCENT OF THE RUNNING TIME OR TEN PERCENT OF THEIR ACTIVITIES WOULD BE FOR LITERACY PURPOSES."

"OUR FINAL RECOMMENDATION IS TO MARK YOUR CALENDAR NOW... NOVEMBER IS GOING TO BE GRAPHIC ARTS LITERACY ACTION MONTH... WE ARE GOING TO HAVE OUR COMBINED CAMPAIGN OF THE TRADE PRESS ACTION AS WELL AS THE GENERAL PRESS."

7. PROGRAMS FOR THE COMMUNITY

°° AL HOFFARTH - [AAC MEMBER - UNIVERSITY OF NORTH DAKOTA] - "DUPONT STARTED SOME DEVELOPMENT CENTERS; WHERE THEY HAVE SEVERAL THOUSAND STUDENTS WHO GO THROUGH A PROGRAM EACH SUMMER IN TWELVE SESSIONS...THE COMPANY PAYS FOR THE PRINTING AND PRODUCTION OF THE MATERIALS...THEY GIVE A PLANT TOUR OF THEIR GRAPHIC CENTER AND OF THEIR SERVICE LABS. WHAT THEY DO IS THEY HAVE STUDENTS FROM 15-YEARS OF AGE GO THROUGH THAT AND THEY PRODUCE FOR THESE STUDENT FREE MATERIALS THAT THEY GIVE TO THEM THAT APPEAL TO THEIR AGE LEVEL."

----[AL HOFFARTH - CONTINUED] - "THE SECOND ONE WAS A PREVENTION PROGRAM DISCUSSED BY MR. PETER HEWITT WHERE THEY HAVE A BOOK, 'READ TOGETHER', WHICH IS GIVEN TO NEW PARENTS AND AS CHILDREN PROGRESS IN AGE, IT IS DIVIDED INTO DIFFERENT AGE LEVELS WITHIN DIFFERENT SECTIONS WITHIN THE BOOK. THE PARENTS CAN GO THROUGH THAT AND READ AND FOLLOW ALONG AS THEIR CHILDREN PROGRESS IN AGE. THIS BOOK IS GIVEN TO THE PARENTS WHEN THEIR CHILDREN ARE BORN AND IS FUNDED BY LOCAL BUSINESS PEOPLE."

"THE PHILADELPHIA PUBLISHERS GROUP SPONSORS ACTIVITIES FOR LITERACY ACTION OR LITERACY ACTIVITIES FOR PRISONERS...WITH INDIVIDUALS FROM A CORPORATION GETTING INVOLVED WITH TRAINING OF PRISONERS AND IT IS A ONE-YEAR ACTIVITY AND THEY PAY FOR THE MATERIALS OR THEY ARE PAID FOR BY DONATIONS."

"ANOTHER ACTIVITY THAT WE TALKED ABOUT WAS HAVING A PRINTING WEEK CELEBRATION WHERE THEY COULD PROMOTE PRINTING THROUGH CLUBS, ETC. WHEN THIS ACTIVITY OCCURS, THEY WOULD PRINT BROCHURES, COUPONS, THOSE KINDS OF THINGS THAT WOULD PROMOTE THE DIFFICULTIES THAT THEY ARE HAVING IN LITERACY."

"WE TALKED ABOUT THE DONATION OF CORPORATE PRODUCTS AND DONATIONS FROM FOUNDATIONS WHERE THEY GIVE GRANTS TO CERTAIN ILLITERACY PROGRAMS. WE FELT THAT WHERE YOU HAVE CORPORATE COMMITMENT, THEN YOU ALSO GET EMPLOYEES INVOLVED."

"THE LAST ONE WE TALKED ABOUT WAS SERVICE ORGANIZATIONS—LIONS, KIWANIS, ROTARIANS, GROUPS OF THIS NATURE THAT HAVE AS THEIR NATIONAL EMPHASIS OR AS THEIR LOCAL EMPHASIS A MAJOR PROJECT LIKE THIS YEAR I KNOW THAT OURS IS 'THE YEAR OF THE CHILD' FOR KIWANIS. BUT WHERE YOU COULD, EITHER LOCALLY OR NATIONALLY, GET THESE SERVICE ORGANIZATIONS TO PICK UP THIS PARTICULAR PROGRAM AND GET A NATIONAL EMPHASIS ON LITERACY."

8. FUNCTIONAL ILLITERACY OF EMPLOYEES AND HOW TO MOTIVATE THEM TO SEEK HELP

°° TOM GRAY - [AAC MEMBER - MURRAY STATE UNIVERSITY] - "WE DETERMINED THAT RECOGNITION OF A PROBLEM IS THE FIRST STEP IN ITS SOLUTION. SO, WE BELIEVE THAT THIS MEETING TODAY HAS MADE SOME SEGMENTS OF THE INDUSTRY MORE AWARE OF THE PROBLEMS OF ILLITERACY THAT WERE NOT AS AWARE AS THEY SHOULD HAVE BEEN BEFORE."

"..BE AWARE OF INDIVIDUALS WHO AVOID ENROLLING IN TRAINING COURSES. THEY MAY HAVE SOME PROBLEM WITH ILLITERACY AND BECAUSE OF THAT BE AWARE OF PEOPLE WHO AVOID PROMOTION. SOME PEOPLE CAN PASS SPOKEN TESTS BUT FAIL WRITTEN TESTS. MANAGEMENT MUST BE SENSITIZED TO IDENTIFY THOSE WHO CANNOT READ."

SYMPOSIUM SUMMATION

°° HARVEY LEVENSON - "AT CAL POLY WE GET REQUESTS FOR TOURS... HIGH SCHOOL, JUNIOR HIGH SCHOOL,...THEY NEED TO HEAR SOMETHING ABOUT THE HISTORY, THE ROLE THAT PRINT MEDIA PLAYS IN SOCIETY. THE INFORMATIONAL SIGNIFICANCE OF PRINTING AND PRINT MEDIA AND SOME OF THE DIFFERENCES BETWEEN PRINT MEDIA AND OTHER FORMS OF MEDIA...WE DO NOT CONDEMN OTHER FORMS OF MEDIA BUT WE WANT THESE YOUNG PEOPLE TO DEVELOP A PERSPECTIVE AND UNDERSTANDING...OUR INDUSTRY IS ONE THAT IS TAKEN FOR GRANTED. MOST PEOPLE DO NOT UNDERSTAND IT...THEY DO NOT UNDERSTAND THE SIGNIFICANCE OF A NEWSPAPER, MAGAZINE, OR OTHER FORMS OF PRINT MEDIA. I THANK YOU FOR ATTENDING THE PROGRAM TODAY."

SPECIAL NOTE: HAROLD W. MCGRAW, JR., PRESIDENT OF THE BUSINESS COUNCIL FOR EFFECTIVE LITERACY AND CHAIRMAN EMERITUS OF MCGRAW-HILL, INC., ADDRESSED THE DINNER PROGRAM AND PROVIDED A BROAD OVERVIEW OF THE PROBLEM OF FUNCTIONAL ILLITERACY IN THE UNITED STATES, NOTING THE DISASTROUS CONSEQUENCES FOR BUSINESS IF THEY DO NOT RESPOND TO THE CHALLENGE. HE POINTED OUT THE NATURAL WORKING RELATIONSHIPS PUBLISHERS AND PRINTERS HAVE AS THEY APPLY THEIR RESPECTIVE MISSIONS.

HARVEY LEVENSON MOTIVATED THE ATTENDEES WITH THE FINAL QUOTE:

"MAKE THINGS HAPPEN!!"

The Challenge of Literacy

(Remarks made Wednesday, May 25, 1988 at a Symposium on The Image of Print Media and the Problem of Functional Illiteracy in the United States by William Hohns, Executive Vice President, Waldman Graphics, Inc.)

Illiteracy: The Problem

As we have no doubt realized from the roundtable panels this morning, the statistics are staggering. More than 27 million Americans over the age of 17 are functionally illiterate. They cannot read or write well enough to meet the basic requirements of everyday life and work. They are unable to fill out a job application, write a check or letter, understand a newspaper headline, decipher the label of a medicine bottle, or read information on who is running for office. In short, for lack of adequate reading and writing skills, they are unable to lead satisfying and productive lives, to get a job (or to perform well in one they may already have), or to otherwise participate fully in society.

Additionally, as many as 45 million more adults are only marginally literate. Their reading and writing skills need upgrading to improve job performance and everyday functioning.

The High Cost of Literacy

While difficult to measure in precise terms, there is little doubt that illiteracy costs our society billions of dollars each year. Consider than three-quarters of people currently unemployed are judged to have serious problems with their basic skills, hindering them in finding and keeping productive employment. Or, consider that one-half of all prison inmates are functionally illiterate. Or, consider the immeasurable cost in social esteem and self-confidence to the non-reader in today's society. Need one go on? The cost is in the billions, both financially to society and in its immeasurable psychological cost to the individual.

The Problem is Growing

Already afflicting one-third of America's adult population, the problem of illiteracy will only worsen. Today, we live in a technologically advancing world. Despite the advances of technology to simplify things, technology has, in fact, created even more obstacles than there were 20 years ago. Non-reading jobs, once found on farms and in assembly-line factories, are fast disappearing, being replaced by "knowledge-intensive" jobs and careers. The reading of manuals, documents, reports and instructions is vital to today's participant in the workplace and society.

An Industry in Focus: Printing and Publishing

The effect of illiteracy on the printing, publishing and their related industries cannot be understated. For it is our business to place information upon paper (and other image carriers) to reach their intended recipient. Yet, more than one-third of our potential marketplace is already unable to effectively use our products.

And, the problem is not getting any better. The future, without action, portends of one with even fewer persons unable to effectively use our products. Which will eventually lead to the ultimate question, "How much longer will be all be 'employed' to put 'words on paper' when words on paper can no longer be read?"

The Problem Can't be that Big!

You are not alone in thinking this. My "personal journey" into the problems of literacy began in 1984. While sitting in a long-range planning meeting of a major

industry association, hearing others talk of long-term concerns such as paper availability, government regulation, and numerous other admittedly important topics, it occurred to me that an even greater potential problem loomed—the increasing inability of people to read what we print.

As I spoke up, I was greeted by puzzled silence. Not that anyone felt literacy wasn't of concern. Why, it was as American as apple pie, motherhood and free public education for everyone. Everyone had the same problem—27 million adult Americans is a lot of people. Yet none of us knew anyone, or so we thought, who could not read. Surely, the numbers were an exaggeration.

Or So We Thought

My "personal journey" continued after that meeting. It started with research into available literature and studies. It moved to discovering, in real life, people who were illiterate. It has resulted in a greater awareness of the problems people who cannot read face. And, a greater awareness that a number of people I knew could not read. I just wasn't "tuned in" to it before. The statistics are not a lie.

Oh, maybe it's 25 million and not 27 million, but does that really matter? Consider the applicants who, confronted with a job application, ask if they can take it with them, not mentioning that someone else will have to fill it out for them elsewhere. Or, the persons that never even bother to apply, knowing they cannot perform as needed. Or, the applicant who struggled for 2 hours with a skill test, only to admit to me later that he could not read. Or, "remedial" reading courses in business and colleges so prevalent today. Or, the people I have met through many of the local and national programs in literacy.

No, the statistics are not a lie. They represent real people, many of whom you know but of whom you do not realize. These statistics know no cultural boundaries either. Young and old, black and white, male and female, all are afflicted. In fact, more whites than blacks are illiterate in America today, a statistic that may come as a surprise to some who might attempt to define this problem as one of sharp societal differences.

Illiteracy is Silent

In fact, it may be the greatest silence of all. It is not painfully obvious to us it exists. Many whom we know who cannot read, we don't even suspect. Yet, within that silence is the greatest pain of all.

Imagine for a Moment...

being unable to read. Try going through an entire day without reading anything. Not your morning newspaper, not the television program listing, not your favorite weekly magazine. Simple, right? Not much of a sacrifice?

Then try adding to the list. Start with street signs, stop signs, the ingredients in the cereal box, or even the name of the cereal. Move on to the directions you have to your new job today. And, finally, don't forget to not read the warning on the garden spray you use today, or the dosage on that medicine you pick up.

Without the ability to read, your ability to function in today's society is compromised. And, compromised severely. Think about it.

Can You Swim?

Many people cannot. And when one cannot, the embarrassment of being unable to do something so many do naturally is painful. So painful that many who cannot

swim never near the water, never place themselves in a position of becoming embarrassed by their inability, never having to admit they cannot swim.

Well, avoiding water is one thing. But, think for a moment of avoiding reading. Go through your typical day. How can you avoid it? You can't, unless you withdraw as a productive member of society. Which is what many illiterate persons must do.

An Affliction with a Cure

Amazingly, this affliction, affecting over one-third of America, has a cure. Not necessarily a simple one, but one that's quite known and quite possible. People who are illiterate can be taught to read and write. In fact, volunteers who work with illiterate persons report that there is no greater thrill in their lives than helping a person to read, to "open their eyes" to a world of knowledge, of learning, of discovering, of participating, of advancing their own self-worth.

A Cure with a Challenge

The problem is at once curable, but virtually overwhelming. The programs available today, both in industry's remedial efforts and in the national literacy providing system (the Adult Basic Education Program, Laubach Literacy Action, Literacy Volunteers of America, and programs of correctional institutions, churches, refugee/immigration services, and community-based organizations) now reach only 5% of those needing help.

And, given that this is less than one million persons annually, and that the ranks of the illiterate in America are growing by close to two million persons annually, it doesn't take much imagination to realize we fall further behind in the battle each year.

To address the adult illiteracy problem on a scale commensurate with the need there must be: wider public awareness...better planning and coordination of services...research in areas of limited understanding...stronger policy developments at all levels...substantially more funding for new and existing literacy programs...and a strong, long-term national commitment.

Literacy and Print: A Natural Partnership

I believe, with a passion, that no person, no company, that is involved in the fields of publishing, printing, or any of the allied industries, can afford to be idle as regards their participation in efforts to strengthen literacy in this country. Our industries have a "vested" interest in the ability of our markets to be able to effectively utilize our products. Imagine for a moment, how General Motors or Ford might react if one-third of their potential market was unable to utilize their product? Our industries have sat by idly too long, as has much of society.

We cannot afford to pretend that someone else will take care of the problem. We must become involved.

One Company's Involvement

My "personal journey" did not end with knowledge or mere realization. It ended with action, which is what yours must end with also if we are to help solve this problem.

After researching the problem, our Company began an awareness campaign and literacy funding drive amongst our people in 1984. As an annual event, the results of this effort have surprised even me. I was completely unaware of how empathetic people in our industry would be towards this cause.

Using a simple solicitation strategy designed around general articles in our company newsletter and letters in employee paychecks, we have achieved participation rates that have run in excess of 70% of our workforce. But the biggest surprises have been in the comments and extra efforts put forth by people that work for our Company. People that have become tutors, massive donations of unused books and reading material to literacy groups, people that have volunteered that this cause is so vital to them that they have requested that an amount be deducted from their paycheck every week of the year, not just during the drive.

Now I will readily grant that our people are unusual—the reason we have excelled over the years has been the incredible people with which our Company has been blessed.

But, I also contend that our involvement demonstrates that this cause forms a natural alliance within our industry and the people that work in it. The problem is reduced to how to effectively reach them.

Will We Merely Redefine the Problem?

I am quite sure that the average attendee at this Symposium hears any number of pleas for causes during the course of each year. And, often we leave an event such as this enthused about actions that we want to take, only to be deterred by the volume of things we need to accomplish that await us on our desks. Yet, this problem will not go away and it will not be solved by our merely redefining it. We must be moved to act.

Six Simple Things We Can All Do to Ensure Action by the Printing Industry

1. I see no reason why the registration fee to industry trade shows, such as GraphExpo, cannot be raised by a nominal $5, with the proceeds from such increase donated to literacy programs. Surely, a $5 increase in these fees will have little, if any, impact upon paid attendance. But, with paid attendance at GraphExpo alone averaging between 50,000 and 90,000, such a nominal increase would result in annual funding of $250,000 to $450,000 for literacy programs! And, this amount would merely be a start for GraphExpo, while certainly the largest, is only one of many shows.
2. As we are all aware, the companies which exhibit at trade shows often produce and print samples of their work. I see no reason why a concerted effort cannot be made by manufacturers in our industry to design and select work for samples that can serve three purposes simultaneously—the demonstration of their capabilities, promotion of the cause of literacy, and, from excess quantities which always result from these shows, the donation of much needed printed materials to literacy groups. Imagine the impact an entire GraphExpo orchestrated to promote literacy would have upon our industry and upon literacy efforts.
3. We need to breath life into GALAP, the Graphic Arts Literacy Action Program, or some similar entity to co-ordinate and promote literacy efforts by printers across the country. One national association in our industry needs to embrace this effort. And, one or more manufacturers (and there are a number of large ones represented in this room today) need to step forward and agree to provide any initial monies, which would be minimal, needed to seed the effort.
4. We need to lead the way. The people who have lent their time to come to Washington today to learn of this issue must take the forefront and begin

to involve their companies in efforts to solve this problem. An organization like GALAP can provide the ideas, but we still need companies to put the ideas into action, from funding drives, to support efforts, to involving the people who work in our industry directly as tutors and administrators for literacy programs, to build a consensus for our industry involvement.

5. We need to promote involvement. Every publication in our industry—*Graphic Arts Monthly, Printing Impressions, High Volume Printing, American Printer, Printing Manager,* to name a few (and almost all of whom are represented here today)—needs to devote constant (and I mean every issue) coverage to literacy efforts. As the efforts of the printing industry build from this day forward, there will be much to report—from funding drives of specific companies, to focused stories on involvement, real life stories on tutors. There must be a constant and prominent focus to keep these fledgling efforts alive and vibrant.
6. Finally, manufacturers, and many are represented here today, must realize that their future lies both in printers and in the printed word. There must be equal involvement on their part in these programs and even those of their own design to keep the focus on literacy.

How to Help Accomplish the First Three Steps

Attached to a copy of this speech which has been distributed today are two simple letters to Printing Industries of America and the Graphic Arts Show Corporation urging them to move to action on steps one, two and three. These organizations need to know that our plans have the backing of our industry. Please help me by taking the time to merely copy these letters onto your own stationery and send them to these groups. A concerted effort by our industry will be heard and will move them to action—action they will otherwise only delay and defer.

And Our Efforts Need Not End With These Six Steps

There need not be any end to the creative manner in which our industries can go about solving this problem. There has rarely been a cause so desperately in need of resolution so naturally allied with an industry that can help solve it.

What is to stop newspapers from increasing their newsstand price by a nickel on Sundays only and funnelling these funds into literacy action in their communities. There will hardly be a reader that will deny the nickel for they know that true freedom of the press is being advanced...for what good is a free press that only half of America can read? In many communities, a single act such as this would bring forth literacy funding of $35,000 a week! And, if you really want to imagine how this might work to solve the problem, ANPA shows Sunday circulation at 60,111,863. A nickel a copy brings forth over $3,000,000 a week to help ensure a truly free press in our collective future as a nation!

More Statistics With a Promise

We looked earlier today at statistics that defined the scope of this problem. Argue with them if you will, but you cannot deny the existence of an enormous problem. Now let's look at some statistics with a promise:

1. Our industries employ about 1,500,000 people. About the same number enter the ranks of the illiterate each year. While I readily agree it is not likely to happen overnight, fostering an environment in which each of the people in this industry who owe their livelihood to people's ability to

read felt compelled to tutor would provide the instruction needed to stem the tide of illiteracy and ensure us all a future rich with the freedom of the written word.

2. It costs about $10 to provide the instructional materials needed to teach a person literacy. Simple funding by our industry by each participant equal to the nominal sum of $10 per year will provide enough instructional materials to ensure that the problem of illiteracy does not grow, that much needed progress is finally made.

Yes, the statistics we saw are staggering. But a full-fledged effort on the part of industry can surmount the statistics. It is up to us to make the effort. I can assure you from my personal experiences that the participants in our industry stand ready to meet this challenge. All we need to do is ask.

From This Day Forward...

let the word go forth (and how appropriate it should be that it is the word that goes forth) that

- no publisher's work be considered bound,
- no press be considered free,
- no magazine be considered distributed,
- no printer's heritage be considered satisfied, and
- no craftperson's skills be considered fulfilled,

until each and every person our precious words touch can fully comprehend them, appreciate them, enjoy them, and learn from them the power and freedom they hold that we, as a society, have grown to benefit from.

I stand ready to meet this challenge—are you?

May 25, 1988

Mr. Regis Delmontague
Vice President
GRAPHIC ARTS SHOW CORPORATION
1899 Preston White Drive
Reston, Virginia 22091

Dear Regis:

It is essential that GASC, as the largest organization sponsoring trade shows for the graphic arts industry, embark in earnest on efforts to support literacy action.

I strongly urge that GASC commit to two specific courses of action that will ensure that both funding and awareness of literacy occur:

1. A nominal increase of only $5 in the admission rate to GraphExpo, all of the proceeds of which would be donated to literacy programs. Such an increase would surely have little, if any, effect on the paid admission to GraphExpo. And, with paid attendance at GraphExpo running between 50,000 and 90,000 annually, this increase will result in a substantial donation of between $250,000 and $450,000 annually to literacy programs, funding that is very much needed by these groups.
2. Working with exhibitors to organize the production and printing of work that can be donated to literacy groups after the show closes. As you are aware, many of the manufacturers print samples of their work during the show. There is little reason this work cannot be orchestrated to both showcase their capabilities and literacy efforts at the same time.

I am confident that these efforts will not be costly to GASC and that industry and manufacturer support will be great.

Please feel free to call upon me for any support which I, or my company, may be able to lend to this effort. I trust that GASC will take these actions quickly.

Very truly yours,

May 25, 1988

Mr. Ray Roper
President
PRINTING INDUSTRIES OF AMERICA, INC.
1730 North Lynn Street
Arlington, Virginia 22209

Dear Ray:

It is essential that PIA, as the largest trade association representing the interests of close to 12,000 printing industry related companies, embark in earnest on efforts to support literacy action.

I understand that PIA has a committee known as GALAP, the Graphic Arts Literacy Action Plan, developed by Marcia Horn and Bill Hohns. I strongly urge you to ensure that PIA and its affiliates commit to a variety of programs through GALAP, including:

1. The development of a standard solicitation package to be used by member firms with their employees which will encourage funding of literacy programs and the involvement of participants in our industry as tutors and administrators in literacy programs.
2. Efforts to promote awareness of the tremendous problem of illiteracy in our society and its special effect on the printing industry, which depends for its livelihood on the ability of people to read what we print.

I am confident that these efforts will not be costly to PIA and that industry and manufacturer support can be obtained for any initial monies needed.

Please feel free to call upon me for any support which I, or my company, may be able to lend to this effort. I trust that PIA will begin this effort quickly.

Very truly yours,